FEEDBACK SYSTEMS, INTERACTION ANALYSIS, AND COUNSELLING MODELS IN PROFESSIONAL PROGRAMMES

BY

MITZI ISOBEL RUTH MONTGOMERY

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SUMMARY

The purpose of this study was to analyse and determine the role of feedback systems, interaction analysis scales and model performances in the educational programmes of personal service professions such as teacher education, counselling, social work and health sciences. The basic assumption underlying this study was that these educational programmes operate within a teaching-learning environment and that the components under investigation could be used to analyse and develop professional skills in the area of interpersonal communication.

This study involved an analysis of the underlying theory and the relative effects of selected interaction scales on the model counselling performance of four experts in the area of interpersonal communication and in terms of each expert's written and recorded theory of counselling. Such analysis required precise descriptions of counsellor-client verbal behaviour and the data must be secured by direct or recorded observation using analytical instruments which can differentiate the varying patterns of verbal interactions in the interviews.

The four experts selected from the area of interpersonal communication, Carl Rogers, Rudolph Dreikurs, Fritz Perls and Virginia Satir, are well-known as theoreticians and practitioners. Each expert recorded his theoretical position on counselling strategies followed by one recorded demonstration interview with a client.

Three interaction scales, Casework Treatment Typology, Counsellor Verbal Response Scale and Sequential Analysis of Verbal Interaction were developed in three different academic disciplines, all having professional educational programmes. The three scales were well documented regarding theoretical bias, assumptions, operational definitions and coding rules.

These interaction scales were used to analyse the interpersonal communication between the counsellor and the client in each recorded interview.

The results of the analysis gave support for the following conclusions that can be made within the limitations of the study:

1. Audio recordings and written transcripts containing segments of interviews can provide a data base for the analysis and interpretation of differentiated patterns of interpersonal communication in counselling practice.

2. The interaction analysis scales provided a data base for the analysis which revealed the degree of correspondence between the theory and practice of each expert in interpersonal communication.

3. An analysis of the interaction data from the interviews combined with an analysis of the theory underlying each of the interaction scales and the documented theoretical positions of the experts revealed the degree of correspondence of the counselling theories and practices with the theoretical constructs of each scale.

This study concluded with suggestions for further research and with recommendations on how feedback systems, interaction analysis scales and model performances can be used within the personal service professions to develop skills in interpersonal communication.

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M.I.R.M.

The work presented or reported herein was composed by the writer.

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CHAPTER I

INTRODUCTION

Today in Great Britain new social service departments are being organised as a result of the recommendations described in the Seebohm Report[1] and the Social Work (Scotland) Act.[2] These departments will provide a community-based and family-oriented service and large amounts of money and energy are being invested to bring about changes in the overall social services structure. The planners of these programmes must provide evidence that the field of social work can meet the challenges and objectives of the new programmes.

The field of social work has not developed a disciplined research tradition. There is a need for systematic research studies which are co-ordinated and concerned with developing a body of knowledge that reflects interest in relating theory to practice and in determining the effectiveness of social work intervention.[3] It seems apparent that if present social work resources are to be deployed effectively and changes implemented efficiently, while maximising service delivery, crucial questions will have to be answered.

Richard Titmuss, in the 1950's, raised some critical questions which have yet to be answered:

> To what extent, if at all, are they (contemporary social needs) being artificially developed by the professional, administrative and technical interests upon whose skills the services depend? What, to put it crudely, are we getting for our money? Is an increasing proportion of the cost going, first, to those who do the welfare rather than to those who need the welfare and, second for treating at a higher standard the symptoms of need rather than in curing or preventing the causes of need?[4]

Mayer and Timms contend that consumer opinions have long been overlooked in social science research[5] and this has seriously affected the

delivery of services in the mental health professions.

It is imperative that a profession assess by the most rigorous means possible the results of its efforts. Too often, social work actions are based mainly on myths and faith.[6] What works and what does not work in social work practice will only be determined if there is a close linkage between practice and research. Gordon underlines the tendency in social work to overlook the importance of science in a science-oriented society.[7] He describes how other professions such as medicine and engineering have from the beginning related theory to practice and emphasised the pragmatic principle. Grad presents the argument that social workers must analyse and assess techniques for helping people otherwise the knowledge base of social work will become archaic and impractical.[8]

Professional preparation programmes in social work education have not come to grips with this schism that exists between theory and practice.[9] In many programmes theory is dealt with in the classrooms and field work is conducted as a completely separate and independent entity. There is a need for classroom teachers of social work theory to be knowledgeable not only about the theoretical literature in their profession, and in the related discipline, but also in the practical application of theory.[10] Field instructors, at the same time, must be able to articulate relevant, contemporary theories that are applicable to practice and to demonstrate the necessary skills for effective practice. The problems of translating theories into practice and then demonstrating what goes on in practice for teaching purposes requires much more investigation and co-operative effort by the theoretician and practitioner. The experiences in the field and in the classroom must be determined as an outgrowth of carefully delineated objectives that

have been designed by all of the component groups involved in the programme. Operational terms for describing theories of counselling must be developed to facilitate teaching.

The author contends that it is a fallacy to search for an ultimate theory of counselling. What is needed is to provide students with a rich variety of different theoretical models that they can observe, analyse, and learn from in order to become effective practitioners. Professional education programmes then must arrange opportunities for students, not only to acquire scientific knowledge related to their field, but at the same time, to learn sets of techniques and skills which will enable them to put their knowledge to use.[11] The operational model provided in the field of medicine demonstrates the relationship that must be developed between theory and practice. The techniques and skills are not fixed but outgrowths of developments in theory and carefully designed objectives. We must determine which social work activities and skills have been useful and are effective, for which kinds of clients or patients, in which ways, and with what effects.

In this study a case is made for forging a link between the Seebohm concept of the unification of the personal social services,[12] where professional people in related fields such as medicine, teaching, social work, and nursing can achieve closer working relationships, and Halmos' formulation for interprofessional training of all personal service professions.[13] Halmos asserts that ministers, doctors, teachers, nurses, and social workers share common objectives and values.[14] In recent years more and more articles in professional journals and books are expressing the need for an interdisciplinary approach and an exchange of skills and insights from one profession to another in the health, education, and welfare fields.[15]

If an interprofessional rapprochement is to occur one must look at what takes place in the training and education of personal service professionals. Glaser stresses the importance of bridging the critical gap between basic psychological research and teaching practices,[16] thus developing a better defined area of educational research to serve as the link to translate research findings into useful practices. He emphasises that this connection of relating basic science to practical endeavours is not restricted to psychology only. Glaser also asserts that in the teaching profession many practices and theories are being stressed and applied that have long since been de-emphasised by their colleagues in the science of learning.[17] It is suggested that this perpetuation of outmoded practices is also applicable to the field of social work. New developments have not been recognised due in part to the lack of purposeful interchange between those in the basic sciences and those in educational and social work practice.

Instructional systems must be designed for these professional preparation programmes. This approach will enable objectives to be determined, desired performance and different types of behaviour to be described, and opportunities provided for evaluation and feedback by the clients as well as the professional staff. Programmes have not provided adequate feedback information for the student. Opportunities must be arranged for immediate feedback and the focus shifted away from delayed feedback procedures except when appropriate. The student must learn to analyse constructively his own performance using all the relevant educational media in order to become as effective as possible in the therapeutic encounter.

Process recording has been the technique generally used by supervisors in social work to look at the performance of their students.

It is a technique that allows the student to write down his perceptions and recollections of what went on in the interview relating to such things as client's attitudes and behaviours plus his own behaviour.[18] The emphasis in recording should underline goals and objectives, methods and techniques, outcomes of treatment and what the relationship is between outcomes and the specific methods used.[19] Concern has been expressed that the student listens selectively during an interview and records selectively.[20] In Froehlich's research on interviewing[21] he replicated a study carried out in 1944[22] and came up with similar findings which showed that a large proportion of the client's interview is not recorded but what is recorded is accurate. However, Froehlich's study also showed that three out of nine casework recordings of separate interviews had omissions which significantly limited the effectiveness of the practitioner's intervention and understanding of the client's problems.[23] Connery comments that the way casework recording is done to a large extent results in nebulous, repetitive and purposeless accounts.[24] Yet the technique is an essential ingredient of the casework method.

Within this process recording technique there is no provision for feedback from the client and to a lesser degree from the student on the meaning of some of their behaviours and mannerisms. Thus, the analysis and assessment of the interview is based on insufficient, often distorted data, and interpretations are made according to the individual supervisor's or student's orientations and experiences. The student is trained to carry on this one-sided method of recording events and valuable insights into clients' and students' attitudes and actions may be lost. It is highly probable that the dearth of client-orientated research decried by Mayer and Timms in their study of working class clients of

the Family Welfare Association[25] could be due in part to the type of professional preparation students receive where clients' perceptions and evaluations are not solicited to supplement judgements regarding client change or lack of change. A system, that could record verbal and nonverbal behaviour as objectively as possible, that could provide instant feedback and allow for analysis by all involved in the event would reflect the concerns of current theories of behaviour which include such components as interaction, verbal and nonverbal analysis, feedback and modelling. Such a system would help to up-date social work practice.

What goes on in the interviewing situation? How do counsellors and clients spend their time when they come in contact with one another? What do counsellors do? How do they do it? How sensitive are they to the client's needs and responses?[26] To answer these questions systematic observation must be carried out to provide a framework through which counselling behaviour can be viewed, analysed, and assessed. What the counsellor says or does not say, how he looks and behaves are variables of communication which are of central importance in the therapeutic transaction. The assumption is made in this study that the interaction between counsellor and client communication is mediated primarily by linguistic symbols.[27] For the purpose of this study then, verbal interaction will be analysed[28] assuming that emotional meanings can be communicated by verbal as well as nonverbal means.[29]

This focus on counselling process rather than, or in conjunction with, outcome research suggests the need to describe the manifest verbal interactions that occur between counsellor and client before concentrating on the more complex phenomena of growth and change.[30] Thus, the assumption is made that an interview is best understood if it

is considered as an interpersonal communication system.[31] In this sense communication is considered as "the process by which an individual (the counsellor)[32] transmits stimuli (usually verbal) to modify the behaviour of other individuals (clients)".[33] By concentrating on and describing the verbal behaviour of counselling interviews it is assumed that predictions can then be made about the probable outcomes of counsellor behaviour within interviews.

Electronic recording systems including the use of the media of audiotaping and television would provide the solution to the problem of securing a more objective and complete account of the learning event under examination. The use of media would emancipate the learner or observer from the mechanical and inefficient task of recording and free him for higher level professional activity. The tape recording would be suitable for instant or delayed replay and available as often as needed. Audio recording focuses on the verbal content of the learning event, whereas, television recording focuses on both the verbal and nonverbal content. Audio tape recording will be used in this investigation and television recording will be used in future research projects that will arise out of this study. The reasons for starting with a simple medium and then moving to the more complex medium of television were two-fold. First, to enable the learner to perform correctly from the very outset of training by building up mastery of a skill through small, manageable steps. Also, for purposes of research and teaching, audiotaping is a relatively simple, flexible and economical procedure. Secondly, to determine the strengths and weaknesses of first an audio, then visual, and finally a more complex, integrated multi-sensory system of communication. This would eliminate the weaknesses of some of the early, comparative media research which

involved the confounding of the audio and pictorial variables.[34] The strengths and weaknesses of each medium should be determined in this kind of approach.

The author contends that social work can learn a great deal from the research and systematic analysis of teaching behaviour that has been carried out in recent years in teaching.[35] Various researchers are concerned about the use of techniques such as interaction analysis[36] and interpersonal process recall[37] in professional and in-service teacher education. These techniques involve the participation of all of the key members in the learning event plus the use of carefully designed evaluation and feedback instruments to facilitate the learning process.

Hollis has developed a coding system which can be used for the analysis of the content of the communications that take place between client and social worker.[38] This system was developed from process recordings written by casework practitioners. Mullen modified this system to analyse tape recordings of interviews.[39]

Kagan and his associates developed a procedure which they have called Interpersonal Process Recall (IPR).[40] Following a dyadic encounter (counsellor and client) the participants individually view the video playback in separate rooms with another counsellor called an interrogator. At significant points the playback is stopped and the interrogator probes for perceived feelings and interpretations of behaviour from the respective participant. The parallel reactions of participants are taped, analysed, and discussed. Many different applications of the basic procedure have been studied.[41] The Counsellor Verbal Response Scale was designed to enable trainees to analyse their own behaviour systematically and to provide material for supervision.

The Sequential Analysis of Verbal Interaction (SAVI) scale was developed by Simon And Agazarian.[42] It can be used as a research, diagnostic, or feedback tool for describing, analysing and interpreting data about verbal categories of behaviour for both counsellor and client in a variety of different settings.

These three systems, briefly described above, will be used in this investigation. A more detailed account of their theoretical assumptions and framework will be given in the chapters discussing the scales and their results when they are applied to the four interviews under examination.

Another problem in social work education is that of adequately representing desired behaviour for colleagues, students, and clients. One way of accomplishing this is by observing model performances by expert practitioners and cueing the observers to focus on salient aspects of the modelled behaviour. This approach has seldom received the attention it should in professional programmes. The use of technological systems involving the media of audiotape and television to record social work performance could demonstrate various positive and negative aspects of behaviour of social workers under a variety of circumstances. Research indicates that the learning of complex behaviours can be facilitated by modelling.[43] Whether the learner will profit from observing the performance of an expert and acquire the specific skill(s) being demonstrated will be discussed in the next chapter.[44] It is suggested that learning a specific skill in counselling requires more than observation on the part of the learner, opportunities must be provided for the learner to practice the skill, analyse his performance, and execute the skill again once the appropriate changes have been made, to meet the objectives specified.

Electronic recordings of outstanding practitioners in interpersonal communication: Carl Rogers, Rudolph Dreikurs, Fritz Perls, and Virginia Satir will be used for the model performances, and each interview will be analysed by the interaction instruments that have been indicated above. In addition, the theory of these practitioners will be summarised and compared with their actual performances.[45] The assumption is made that real differences exist in the pattern of behaviour manifested by the counsellors representing different counselling methods.

Throughout this study the terms social worker, counsellor, psychotherapist are used interchangeably because it is difficult to draw any clear distinctions between them. The author contends that in the personal service professions there are enough elements shared by these professions which should encourage interdisciplinary teaching and an educational rapprochement to occur.[46] Halmos states that the majority of these personal service professionals are concerned with "the liberation of another person's potentials" and he also advocates an 'inter-professional' approach to professional education.[47]

The process of developing a particular kind of relationship between one who is seeking help and another who is trained to provide that help illustrates the common elements "in the nature of the relationship, in the process, in the methods or techniques, in goals or outcomes or even in the kinds of clients involved".[48] It is assumed that those who spend their lives trying to help others, and this includes teachers and parents, do have an impact but how effective it is requires investigation to describe what goes on in face-to-face encounters in teaching, social work, counselling, and psychotherapy. The counselling process is considered to be "any ethical procedure used by the counsellor to facilitate change in the client".[49] It could also be stated that:

> The counsellor's major role is essentially that of a teacher, with the subject matter being the counselee (client) and his own pattern of behaviour. The task: to teach the counselee (client) how to learn about himself and his environment. The counselee's (client's) task: to learn how to understand himself and to use this learning rationally to achieve a productive life.[50]

In this illustration, it is possible to see the relationship between the process of discovery in learning at school and the process of exploration in counselling.[51]

Glaser states that "the process of training and education is concerned with techniques and procedures for guiding and modifying human behaviour".[52] The assumption being made here is that teaching, counselling, and psychotherapy are aspects of interpersonal learning and relearning processes.[53] Thus, counselling provides opportunities for learning how to relate to others in different and more effective ways. If counselling is viewed as a learning process then one must examine the conditions that are present when manifest changes in human behaviour take place which appear to result from the counselling process.[54] Communication is the basic tool used by all those in the personal service professions and whether they are successful and effective in their interventions depends to a large extent upon how well they can design and receive messages. Controlled research into any area of learning should produce results that stimulate further research and influence educators in all professional disciplines who are concerned about behavioural change. However, the contributions of the learning theorists and researchers should complement and enhance the naturalistic observations of the counselling process so that over-simplification of a very complex phenomena does not occur.

What are these techniques and procedures in education that may have utility in the professional preparation and in-service education of social workers? How valid and reliable are they? What relevance do they have in the field of social work? Can they provide adequate feedback information to control and facilitate the acquisition of effective social work behaviour? What effects do feedback, modelling, and analysis of experts' interviewing have on the learner's behaviour? What actually goes on in interviews between clients and counsellors?

To answer these questions it would appear to be useful to undertake a study which would involve an examination of the various components that have been outlined in this introduction. More specifically, what is the role of electronic recording and feedback systems, interaction-analytic instruments, and model performances in the educational programmes of the personal service professions such as social work?

Chapter Notes

[1]HMSO, Report by the Committee on Local Authority and Allied Personal Social Services, (hereafter referred to as the Seebohm Report) Cmmd 3703, 1968.

[2]See Department of Social Administration, University of Edinburgh, Social Work in Scotland (Edinburgh, 1969). This publication looks at the purposes of the Act, the historical and social context, and the administrative structure for service delivery.

[3]See K. Jones, The Teaching of Social Studies in British Universities (London, 1964), p.79ff; B. Wootton, Social Science and Social Pathology (London, 1959), pp.268-297; and E. Younghusband, Report of the Working Party on Social Workers in the Local Authority Health and Welfare Services (n.p. 1959), par. 11, par. 26.

[4]R. Titmuss, Essays on 'The Welfare State' (London, 1958), p.24. Words in brackets added for clarification.

[5]J.E. Mayer, and N. Timms, The Client Speaks: Working Class Impressions of Casework (London, 1970).

[6]J. Crane, Strategy of Evaluation Research in Social Work in the 1960's (n.p., n.d.), p.1 mim.

[7]W.E. Gordon, Identifying Fundamentals of Science for Social Work Practice (New York, 1966), p.1f.

[8]J. Grad, Psychiatric Social Workers and Research, British Journal of Psychiatric Social Work, 7, 1964, pp.147-152.

[9]This has been discussed by numerous educators such as Jones, Titmuss, and Younghusband, all cited earlier. A more recent critical commentary has been presented by R. Bessell, Interviewing and Counselling (London, 1971), p.8.

[10]F. Hollis, Casework: A Psychosocial Theory (New York, 1964), p.270. Hollis confines her discussion to social work.

[11]P. Halmos, The Personal Service Society (London, 1970), p.38f.

[12]Seebohm Report, op cit, par. 535.

[13]Halmos, op cit, p.38. This point is raised several times throughout the book.

[14]Ibid, pp.22-24.

[15] Ibid, p.24. Halmos discusses this at great length throughout his book and cites other references supporting his thesis. Other writers concerned about an interdisciplinary approach include J. Floud, Teaching in the Affluent Society, Yearbook of Education 1963 (London, 1963), pp.382-389; C. Hersch, The Discontent Explosion in Mental Health, American Psychologist, 23, 1968, pp.497-506; and C. Russell, Tradition and Change in the Concept of the Ideal Teacher, Yearbook of Education 1963 (London, 1963), pp.16-25.

[16] R. Glaser (ed), Training Research and Education (New York, 1965).

[17] Ibid, pp.2-5.

[18] This is discussed in more detail by A.W. Shyne, Evaluation of Results in Social Work, Social Work, 8, 1963, pp.26-33.

[19] Bessell, op.cit, p.192ff; Hollis (1964), op.cit, p.270ff; and N.E. Stockbridge, Social Case Recording, Case Conference, 15, 1968, pp.307-312.

[20] For a more detailed account of recording see C.P. Froehlich, The Completeness and Accuracy of Counseling Interview Reports, The Journal of General Psychology, 58, 1958, pp.81-96; and C.H. Wilkie, A Study of Distortions in Recording Interviews, Social Work, 8, 1963, pp.31-36.

[21] Froehlich, op.cit, p.86.

[22] B.J. Covner, Studies in Phonographic Recordings of Verbal Material: III; The Completeness and Accuracy of Counseling Interview Reports, Journal of General Psychology, 30, 1944, pp.181-203.

[23] Froehlich, op.cit, pp.81-96.

[24] M.F. Connery, Measure of Effective Recording, Social Casework, 35, 1954, pp.445-448.

[25] Mayer and Timms, op.cit, passim.

[26] A.W. Shyne, Casework Research: Past and Present, Social Casework, 43, 1962, p.468.

[27] The importance of linguistic symbols in counsellor-client communication is discussed more fully by H.H. Strupp, Psychoanalytic Psychotherapy, in The Relationship of Theory to Practice in Psychotherapy (Chicago, 1969), p.46.

[28]For a more detailed analysis of nonverbal communication see C.H. Patterson, Counselling and Psychotherapy: Theory and Practice (New York, 1959), pp.179-184. Patterson suggests that gestures and expressive movements are significant but understanding their meaning is limited due to the present state of knowledge in this area. Another excellent source concerned with nonverbal behaviour and research is N. Kagan et al, Studies in Human Interaction: Interpersonal Process Recall Stimulated by Videotape (East Lansing, Michigan, 1967), pp.329-360, 575-586.

[29]J.R. Davitz et al, The Communication of Emotional Meaning (New York, 1964), p.8. Davitz and his colleagues examine emotional communication and stress the importance in counselling of recognising and being sensitive to emotional expressions.

[30]F. Hollis, Explorations in the Development of a Typology of Casework Treatment, Social Casework, 48, 1967a, pp.335ff; L. Lennard and A. Bernstein, The Anatomy of Psychotherapy: Systems of Communication and Expectation (New York, 1960), p.2f; and Shyne (1962), op.cit, pp.467-478.

[31]Some writers suggest that by observing verbal comments inferences and predictions can be made about human interaction. For a more detailed discussion see H.B. Pepinsky and P.N. Pepinsky, Counselling Theory and Practice (New York, 1954); and A.W. Siegman and B. Pope (eds), Studies in Dyadic Communication (New York, 1972), p.2.

[32]The words 'the counsellor' and 'clients' noted in brackets are not found in the original reference but used here to emphasise that counsellors' verbal stimuli are persuasive and instructive.

[33]C.I. Hovland et al, Communication and Persuasion (New Haven, Conn. 1953), p.12.

[34]For a more detailed discussion of this problem see A.A. Lumsdaine, Instruments and Media of Instruction, in Handbook of Research on Teaching (Chicago, 1963), pp.583-682.

[35]For a comprehensive survey in this area see A. Simon and E. Boyer (eds), Mirrors for Behaviour: An Anthology of Classroom Observation Instruments (Philadelphia, 1967 and 1970), 15 vols.

[36]E.J. Amidon and J.B. Hough (eds), Interaction Analysis: Theory, Research, and Application (Reading, Mass. 1967); and N.A. Flanders, Analyzing Teaching Behavior (Reading, Mass., 1970).

[37]Kagan et al, op.cit.

[38]Hollis (1964), op.cit, pp.65-130. More recent articles describing this classification are Hollis, (1967a), op.cit, pp.335-341; and Hollis, The Coding and Application of a Typology of Casework Treatment, Social Casework, 48, 1967b, pp.489-497.

[39]E.J. Mullen, Casework Communication, Social Casework, 49, 1968, pp.546-551.

[40]Kagan et al, op.cit.

[41]These projects are discussed in Kagan et al, op.cit.

[42]A. Simon and Y. Agazarian, Sequential Analysis of Verbal Interaction (Philadelphia, 1967).

[43]A. Bandura, Influence of Models' Reinforcement Contingencies on the Acquisition of Imitative Responses, Journal of Personality and Social Psychology, 1, 1965b, pp.589-595; Bandura, Behavioral Modifications through Modeling Procedures, in Research in Behavior Modification (New York, 1965a), pp.310-340; and R.R. Carkhuff, Helping and Human Relations: A Primer for Lay and Professional Helpers (New York, 1969), vol. 1, p.21.

[44]Observation and acquisition of specific skills is examined also by N.Wallen and R.M.W. Travers, Analysis and Investigation of Teaching Methods, in Handbook of Research on Teaching (Chicago, 1963), pp.448-505.

[45]The theoretical formulations will be discussed in Chapter IV.

[46]This contention is supported in the writings of several investigators including D.S. Arbuckle, Counselling: Philosophy, Theory and Practice (Boston, 1970), p.74; Bessell, op.cit, p.8; J.L. Breedlove and M.S. Krause, Evaluative Research Design: A Social Casework Illustration, in Methods of Research in Psychotherapy (New York, 1966), p.457; Halmos, op.cit, p.22ff; and C.H. Patterson, Theories of Counselling and Psychotherapy (New York, 1966), p.1ff.

[47]Halmos, op.cit, p.110.

[48]Patterson (1966), op.cit, p.3.

[49]This process is discussed in greater detail by R.E. Hosford and A.S. Briskin, Changes through Counselling, RER, 39, 1969, pp.189-207.

[50]E.G. Williamson, Vocational Counselling (New York, 1965), p.250. The word 'client' in brackets has been added for clarification.

[51]For discussion of this see R.R. Carkhuff and C.B. Truax, Toward Exploring Success and Failure in Interpersonal Learning Experiences, Personnel and Guidance Journal, 44, 1966, pp.723-728.

[52]Glaser, op.cit, p.1.

[53]Not all investigators accept this assumption fully or in part. In this study it is recognised that this approach in counselling is valid only for certain types of clients. Further investigation is required to determine if it has value for psychotic patients. For a discussion of this assumption see Carkhuff (1969), op.cit, p.21. Another excellent discussion of this point and other factors concerning research in psychotherapy is found in H.H. Strupp and A.E. Bergin, Some Empirical and Conceptual Bases for Coordinated Research in Psychotherapy: A Critical Review of Issues, Trends, and Evidence, International Journal of Psychiatry, 7, 1969, pp.18-90.

[54]The development of and changes in human behaviour are examined by R.M. Gagné, The Conditions of Learning (London, 1970).

CHAPTER II

RELATED THEORY AND RESEARCH

What takes place in interviews or between two or more people in any situation? The most obvious approach to finding an answer to this question is to observe directly or indirectly by means of television or audiotaping the transactions that occur when people encounter one another and communication takes place. Systematic recorded observation provides a framework through which teaching-learning or counselling behaviour can be viewed and assessed. The information obtained from this observation can be used as a source of feedback as well as controlled data for research. Jensen argued that a conceptual framework developed to analyse classroom interaction systematically will be more effective in dealing with educational problems than common sense approaches.[1] He recognised that a framework is temporary, existing as long as it is found useful, and it may be redesigned as new data is acquired and more adequate concepts are developed. A conceptual framework provides an orderly systematic way of looking at things, thus enabling the prospective teacher to feel less threatened in a new, overwhelming situation.

A research programme should be an integral part of any educational programme preparing personal service professionals and research should bridge the gap between theory and practice. But this bridging can only be accomplished if the education and training programmes expose the students to research methodology and show them how their respective disciplines can become an effective form of research. The learners should be prepared to move from basic theory to practice without the cognitive and affective dislocation that now occurs when students shift from class to field practice.

Educators in the personal service professions must become concerned about all aspects of educational communication. The process of communication, including the design, transmission and reception of messages, must be understood if teaching or counselling are to have any effect on the performance of the learner. The conditions of learning must be systematically varied and evaluated to determine the necessary blend required for the specific objectives. The following discussion of relevant research literature will deal with some of the components of learning that the author considers to be of primary importance for those who are involved in the personal service professions.

Educational Technology

The use of educational technology is one approach that is gaining momentum in various professional disciplines to help forge a link between theory and practice. The National Council for Educational Technology views technology as a way of methodically applying theory and procedures to field practices in order to solve identified problems and to achieve specified objectives.[2] Hoban stressed the broader meaning of technology as it relates to education:

> The point here is that the term educational media does not, in itself, suggest the ramifications for research and for educational policy and operating procedures which are inherent in the term, technology of education. Technology is not just machines and men. It is a complex, integrated organisation of men and machines, of ideas, of procedures, and of management. The introduction of this complex organisation generates many systematic problems that can be and have been either ignored or generally neglected in theory, research and practice in education. The term, "educational media" limits, and the term, "educational technology" expands the mass of theoretical development, research, and implementation in education.[3]

Galbraith enlarged the definition of technology:

> Technology means the systematic application of scientific or rather organised knowledge to practical tasks. Its most important consequence, at least for purposes of economics, is in forcing the division and subdivision of any such task into its component parts. Thus, and only thus, can organised knowledge be brought to bear on performance.[4]

Kurland described what the role of the classroom teacher could be like now that reliable technologies of instruction can carry out the functions of information-giver, drillmaster and so on:

> The other role of the teacher will be to do what the machine never can do - motivate, counsel and lead students to those higher-order functions which are the primary goals of education - to question, imagine, invent, appreciate, and act. The teacher need no longer be the purveyor of information or even the developer of basic skills and understanding. When he meets students in formal classes, they will be prepared together to move into the most intricate and challenging aspects of a subject. And the numbers of such formal meetings which will be required will be greatly reduced. There will be time for his own research and for the more intimate, informal contacts which all good students find to be the most rewarding part of collegiate life. Under such conditions the teacher can be what, at his best, he has always been - a model, a stimulator, guide, planner, and fellow searcher after truth, meaning and value. In this way we may yet preserve that vital, personal relationship between student and teacher which is so gravely threatened by the onrush of students and the attendant depersonalisation of our institutions.[5]

Norberg supported this position and stressed that machines should take over "the mechanical and repetitive functions" of instruction, freeing the teacher to carry out more "creative and truly professional work with a greater proportion of time being given to meet the instructional needs of small groups and individuals."[6] Technology can have a humanising effect by liberating people to function in more human roles and at the same time using machines to carry out those functions and tasks which for centuries have been done by human automatons.

Hoban urged educators to take a closer look at what the central problem of education is and recognise the interrelationships of logistical, sociological and economic factors and how they impinge on the instructional events in the instructional process:

> It is frequently said by educators and educational researchers that the central problem of education is learning. Learning is a process central to human survival. The central problem of education is not learning, but the management of learning. Learning and the management of learning are not equivalent terms, any more than are learning and teaching. The so-called teaching-learning problem is subsumed under the management-of-learning problem.[7]

It is evident from Hoban's article that this management-of-learning approach would help to eliminate some of the unsystematic decision-making that is so often used by educators when determining requirements for technological innovation in the curriculum.

Systems approach. Technological innovation in instruction requires that teachers, students, and administrators be receptive and responsive to new ideas and techniques that will ultimately, if not immediately, have tremendous impact on the social environment in which they function. The concept of innovation cannot be discussed without considering the systems concept.[8] In the field of educational media investigators have used the systems concept to examine the interdependence of its components and what happens when new media are introduced into an educational system.[9] Carpenter indicated in his definition of systems that educational technology is concerned with how the systems approach may be applied to the process of instruction:

> A systems design for an educational enterprise would provide: A conceptual framework for planning, orderly consideration of functions and resources including personnel and technical facilities such as television, the kinds and amounts of resources needed, and a phased and ordered sequence of events leading to the accomplishment of specified and operationally defined achievements. A systems approach

> should provide a way of checking on the relation of performances of all components to factors of economy and should reveal any inadequacies of the several components, including the faults of timing and consequently of the entire system.[10]

Hamreus dealt comprehensively with what is meant by systems approach and its relationship to instructional development and suggested that technological innovation must be discussed within the larger framework of the systems approach.[11] Hughes raised some questions that must be looked at by those who plan educational innovation:

> 1. Will the innovation be the introduction of a new system or the improvement of an existing system?
>
> 2. Is the innovation to be planned and managed, or is it expected to occur by the free action of laws?
>
> 3. If a system is to be replaced, can those with interests vested in it be expected to plan it or accept it?
>
> 4. If one is to be improved, how will the inadequacies or opportunities be revealed if the system is not in close competition with other systems?
>
> 5. If the system is to be replaced will those planning it be able to coordinate the invention and development of the numerous components?
>
> 6. If the system is to be improved how will those responsible anticipate the imbalances and the new opportunities?[12]

Hughes made explicit the assumption that technological innovation in education will be "induced rather than passively awaited" and this raises the critical issue whether the change-agents (technological innovators) should be within or outside the educational system, as this will influence the change objectives. He argued that the change-agents within the system will, in all likelihood, use technology to improve the existing system; whereas, external change-agents will advocate replacing, through technology, existing systems for new ones.[13]

Change is disruptive and has potential for creating resistance and conflict.[14] Bandura discussed barriers to social change and looked at the ways modelling may be used for overcoming resistance.[15] One must recognise, understand, and use the principles of psychology of change[16] if technological innovation is to have any impact and influence in educational systems and at all the hierarchical levels within the system. The focus must be people-centred rather than machine-oriented if worthwhile and effective changes are to take place. If man is recognised as the major component in educational technological innovation, the ensuing problem of "technological momentum"[17] opposing further innovation may be prevented and the principle that technology could have a humanising effect will become a reality instead of a shibboleth.

Traditionally, media have tended to be viewed as aids to instruction.[18] But in recent years researchers have been trying to describe the unique attributes of instructional media and their relationships to the performance of particular psychological functions with different kinds of learners. Briggs; Gagné; Salomon and Snow; and Salomon have focused on and discussed the interaction of task, stimulus, and learner which facilitates further understanding of the place of media in the instructional process.[19]

Briggs et al reviewed relevant research which dealt with multi-media instruction. They highlighted the shortcomings of media research, presented recommendations for future research, and discussed a procedure for designing a media programme.[20] This procedure, based on Gagné's hierarchical model of learning, involved a team approach in analysing behaviour and types of learning and in systematically matching behavioural objectives to media.[21]

Behavioural objectives. Gagné has edited an important collection of papers dealing with the individualisation of instruction.[22] Kibler et al. and Mager also emphasised this approach to adult learning and stressed the importance of describing behavioural objectives and providing alternative learning strategies for different students and types of material.[23] Snow and Salomon have looked at learner aptitudes and their connection to instructional media design and selection.[24]

Much interest is now being demonstrated by the work carried out in clarifying characteristics, classifications and criteria for behavioural objectives. The behavioural objective approach in instruction is based on the assumption that effective teaching and testing require a clear conception and explicit description of the desired learning outcomes. The prolific literature in this area[25] has created a bandwagon phenomenon which is being seriously questioned by others.[26] Sockett in a critical analysis of Bloom's Educational Taxonomy[27] pinpointed the naive theory of knowledge that underpins the taxonomy.[28] Pring raised two criticisms challenging the cognitive/affective distinction and the knowledge/intellectual abilities distinction that Bloom uses as a basis for his model. Pring observed that those who use this classification for curriculum organisation will either be using "logical nonsense" in creating impossible units of instruction or "be attaching wrong labels to describe what they are in fact doing".[29]

As Hamreus pointed out the attempts to bridge the gap between translating enabling objectives into instructional events specifications are extremely crude.[30] It is evident that much more systematic, rigorous theory-building and research needs to be carried out in this area if any substantial advances are to be made in this important area.

Selection of media. How does one decide which is the best or most appropriate medium to be selected for a specific educational activity? There is no indication from the research literature signifying that any medium of instruction is essentially or consistently superior to any other medium of instruction. It appears to depend on the learning situations and the variables involved. Perhaps a more important question to be asked is how human beings handle the simultaneous presentation of audio and visual stimuli.

To consider this question it is useful to take into account the modalities in which information is communicated between individuals. Alkire discussed what he considered to be the three basic modalities for transfer of information and used Holmes conceptualisation: (1) the script or lexical content of the message, (2) the audio mode, and (3) the visual mode.[31] Hsia and Travers looked at man's limited capacity for processing information and showed the interrelationships and effects of the audio and visual modality capacity on the central nervous system.[32] They argued in their respective papers that man is "a multiple-channel organism" able to process information through all channels within the limit of his information processing capacity. When input exceeds this capacity, they predict that man may act as a single communication channel. The evidence in the research literature supporting multi-channel efficiency[33] is challenged by several writers on the basis that the extra stimuli may draw attention away from rather than toward the essentials of the learning task.[34] Haygood showed that there is a greater tendency to ignore irrelevant auditory information than to ignore irrelevant visual information. As the latter increased, the performance of the observer who was carrying out a specific task, using the media to facilitate learning, decreased and when the former increased, there was no significant effect on performance.[35] Bulgarella

and Archer, and Lordahl argued in two separate papers that subjects tend to ignore auditory information when both auditory and visual information are present, thus decreasing the effectiveness of the audiovisual presentation.[36] Travers, in reviewing the literature on audiovisual information transmission, argued that each individual during a communication period favours one sensory channel over another and that simultaneous presentations through two channels results in blocking of one.[37] It is not yet known whether the preferred channel is more efficient for receiving information or not.

English and Jelenevsky in their study of the relative value of different communication media (audio, video, and audiovisual tape recordings) for use in training and evaluation of counsellors demonstrated that the judges rating empathy performance consistently had the highest reliability ratings under the audio conditions. They interpreted this result to be due to auditory cues providing sufficient material to focus on for evaluation purposes.[38] This supports the findings of the studies noted above which suggested the need to focus on the essentials of the learning task and to ignore irrelevant information.

Rogers cited a study by Quinn demonstrating the effectiveness of evaluating feelings by listening to audiotapes of therapists' statements only.[39] English and Jelenevsky cited Markey et al as supporting the findings of their research which suggest that audio recordings may be superior to video alone or audiovideo tapes for evaluating counsellor behaviour.[40]

Two writers, Gagné and Allen, have tried to show the relationship between instructional needs and media selection by developing procedural models. Gagné looked at a variety of audiovisual and related media in terms of instructional functions.[41] Figure 1 indicates how Gagné determined the instructional functions of the different media.

Function	Media						
	Objects; Demonstration	*Oral Communication*	*Printed Media*	*Still Pictures*	*Moving Pictures*	*Sound Movies*	*Teaching Machines*
Presenting the stimulus	Yes	Limited	Limited	Yes	Yes	Yes	Yes
Directing attention and other activity	No	Yes	Yes	No	No	Yes	Yes
Providing a model of expected performance	Limited	Yes	Yes	Limited	Limited	Yes	Yes
Furnishing external prompts	Limited	Yes	Yes	Limited	Limited	Yes	Yes
Guiding thinking	No	Yes	Yes	No	No	Yes	Yes
Inducing transfer	Limited	Yes	Limited	Limited	Limited	Limited	Limited
Assessing attainments	No	Yes	Yes	No	No	Yes	Yes
Providing feedback	Limited	Yes	Yes	No	Limited	Yes	Yes

Figure 1. Instructional Functions of Various Media

Figure 2 demonstrates Allen's thinking on how he viewed the relationship of instructional media stimulus to learning objectives.[42]

Instructional Media Type	*Learning Objectives*		*Learning Principles, Concepts and Rules*	*Learning Procedures*	*Performing Skilled Perceptual-Motor Acts*	*Developing Desirable Attitudes, Opinions and Motivations*
	Learning Factual Information	*Learning Visual Identifications*				
Still Pictures	Medium	HIGH	Medium	Medium	low	low
Motion Pictures	Medium	HIGH	HIGH	HIGH	Medium	Medium
Television	Medium	Medium	HIGH	Medium	low	Medium
3-D Objects	low	HIGH	low	low	low	low
Audio Recordings	Medium	low	low	Medium	low	Medium
Programed Instruction	Medium	Medium	Medium	HIGH	low	Medium
Demonstration	low	Medium	low	HIGH	Medium	Medium
Printed Textbooks	Medium	low	Medium	Medium	low	Medium
Oral Presentation	Medium	low	Medium	Medium	low	Medium

Figure 2. Instructional Media Stimulus Relationship to Learning Objectives

Kemp has developed flow diagrams or sequence charts which enable yes-no decisions to be made when specifying which media is to be used with small group interaction (Figure 3) or individual learning (Figure 4).[43] By using Figures 1-4 it is possible to observe the instructional functions of the media to be used in this study, i.e. audio recordings, which involve verbal demonstrations of interviews by counsellors, and printed material including programmed instruction (interaction scales). Some decisions can then be made about how significant the respective media are for achieving specified learning objectives. It is recognised that the rationale for decision-making is still in the elementary stages. However, it is useful to begin to extrapolate the unique attributes of instructional media showing their relationships to the characteristics of the learner. One of the major reasons for doing this is to help the teacher predict that the use of a particular instructional medium will lead to specified learning outcomes with different kinds of learners. One might ask: What medium or media mix, is most effective for this student, with that specific learning problem, and under which set of circumstances?[44] As mentioned earlier, educational technology researchers are only beginning to come to grips with this most crucial question.

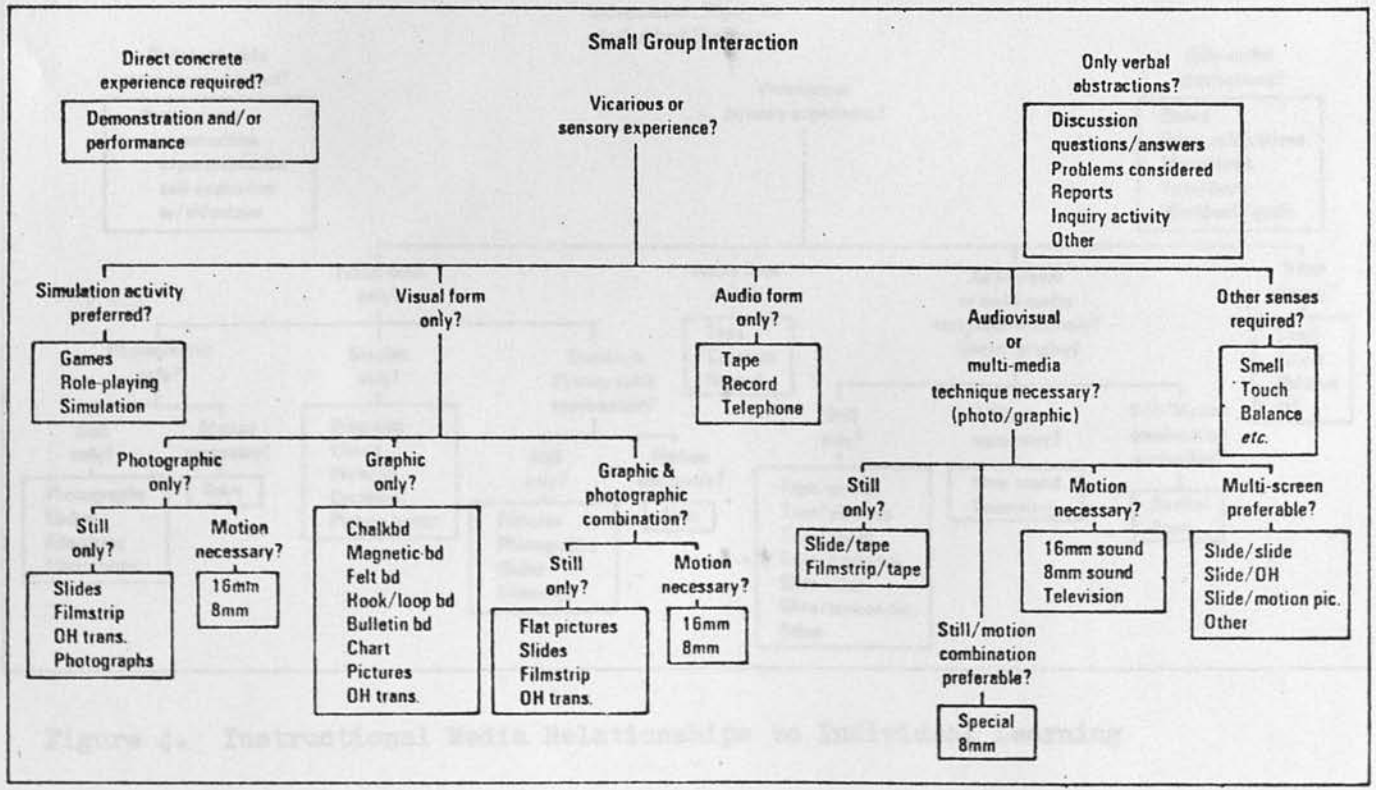

Figure 3. Instructional Media Relationships to Small Group Interaction

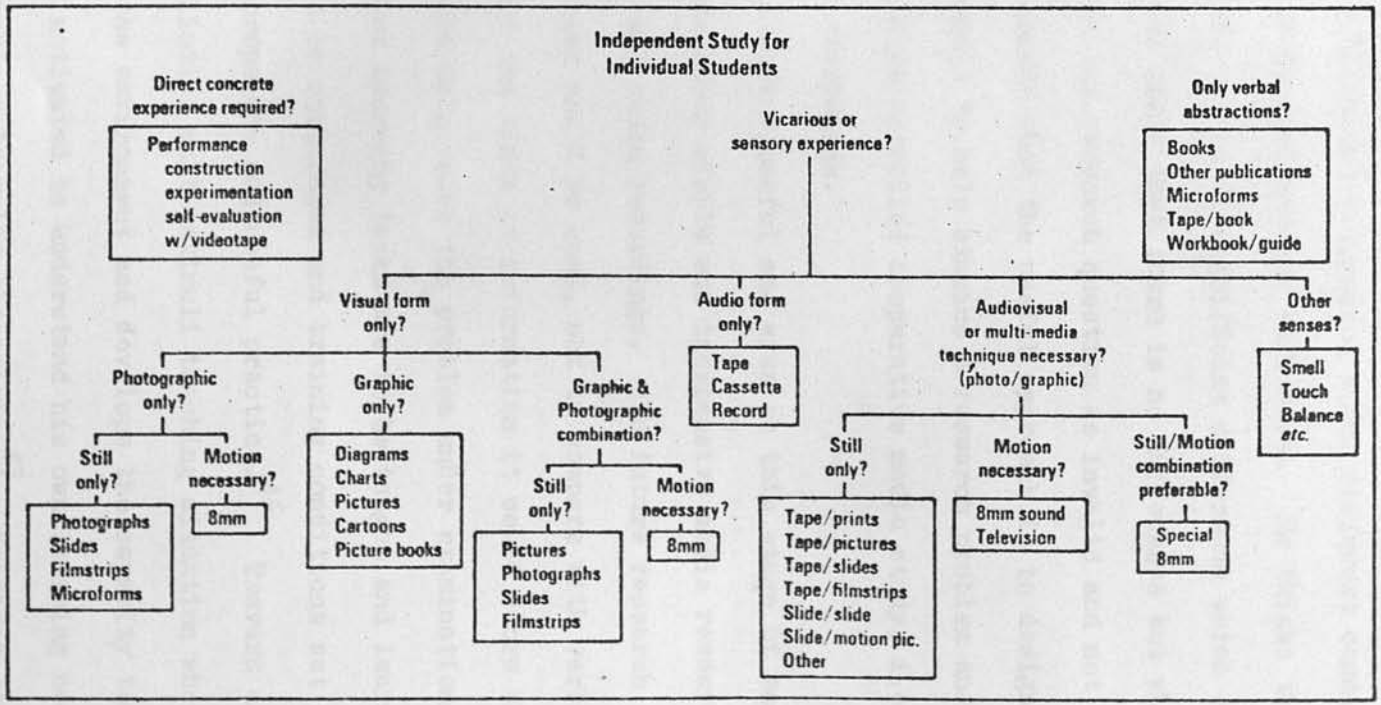

Figure 4. Instructional Media Relationships to Individual Learning

In summary, the research in the area of comparative effectiveness of media has been extensive and at the same time inconclusive, yielding most often a result of no significant difference. Lumsdaine, among others, thinks that most comparative experimental studies are invalid.[45] The researchers are not investigating levels of the same categories but are examining different categories under different conditions, with no possibility of controlling the variables. He thinks that this lack of control results in the no significant difference which some researchers falsely believe means that there is no difference but which probably indicates that the research question is invalid and not researchable. Lumsdaine suggests that the useful approach is to design studies that use various media to help examine a research problem and not get involved in an uncontrolled comparative media study, i.e., television versus audio recordings.

It would appear useful and wise at this stage of media research to use in this study simple and inexpensive media resources, written transcripts, and audio recordings. In future research a videotape recording system could be used, not to compare with verbal recordings but to examine the kinds of information it could store which, under analysis, would help solve the problem under examination.

If complex learning tasks are to be taught and learned active practice must be encouraged and training conditions set up that encourage appropriate and useful practice.[46] Travers argued for a complex, realistic, multi-stimuli teaching situation where the learner manipulates the environment and develops the capacity to be inner-directed and motivated to understand his own learning needs and seek pathways to achieve learning objectives.[47] Specific strategies have to be incorporated in the teaching-learning environment if learning

objectives are to be reached. The author suggests that the components to be discussed in the following sections will help to facilitate further the learning process for counsellors.

Social Facilitation and Imitation : Use of Models

Learning by imitation and identification is one means of changing an individual's behaviour. Imitation learning requires the presence of models and this has been investigated thoroughly and systematically over the years by Bandura and his colleagues.[48] He argues that imitative, observational, and vicarious learning are interchangeable terms because the same learning process is involved.[49]

Walters raised a point of clarification to Bandura's assertion that individuals merely by observing the performances of appropriate models can acquire intricate response patterns.[50] The former's research findings revealed that multi-demonstrations are usually required if an observer is to satisfactorily reproduce the actions of a model. However, if the observer's behavioural response repertory already includes categories of behaviour that closely approximate the model's actions, single demonstrations may be sufficient.[51]

Bandura in 1970 reviewed imitation theory and explained his current theoretical orientation.[52] He argued that in imitation learning, performance and acquisition are two separate entities, the former being dependent on reinforcement and the latter occurring through observation of behaviour by a model which does not entail model or observer reinforcement. He advocated that there will be greater performance gains when the desired behaviour to be imitated is clearly specified, appropriate incentive conditions are arranged, overt rehearsal responses

of model sequences are practised and shown how they can be transferred to a variety of real-life situations. Hoppe distinguished between imitative and socially facilitated behaviour by describing the former as the matching of behaviour to that displayed by actual or symbolised models, and the latter as not necessarily matching the model's behaviour.[53] What they have in common is that both involve affecting the behaviour of one individual by one or more other individuals.

Gilmore expanded the above definition of imitation by dividing it into two behavioural classes, i.e., non-functionally imitative behaviours and functionally imitative behaviours. The non-functional class referred to "all those imitative behaviours which do not require that the subject attend to cues of similarity and difference between the model's behaviour and his own".[54] The definition for functionally imitative behaviour would eliminate not from the above quotation. Gilmore proposed that the functional class, which has relevance for this research, can be distinguished by four types:

1. Generalised learning: S seeks a reward which comes contingent upon a judgement that M's behaviour has been matched, irrespective of any consequences to M.

2. Modelling: M's behaviour achieves a goal state which S also seeks, and thus informs S which of his responses will achieve the goal.

3. Avoidance-of-differing: S imitates M because of the expected punishment for not doing so.

4. Information-seeking: S imitates M to achieve understanding, comprehension, or other gain in information concerning M, his behaviour or his viewpoint.[55]

In a review of research studies on imitative behaviour Flanders looked at the causal relationships between the model and observer's behaviour:

> An observer (O) is said to imitate a model (M) when observation of the behaviour of (M) or of expressions attributing certain behaviour to (M), affects (O) so that (O's) subsequent behaviour becomes more similar to the observed or alleged behaviour of (M).[56]

Thomas observed that the investigations carried out by Bandura and his associates deal generally with behaviours that are already familiar to the subjects and part of their behavioural repertoires. He questions whether the behaviour evident in imitation is response acquisition (learning) or selection of responses already in the repertoire (performance of learned behaviour), and postulated that complex behaviours to be incorporated into an individual's repertoire require some previous practice.[57] Others suggest that reinforcements are necessary for establishment of imitative tendencies in children.[58]

Research has demonstrated that social models who are perceived as attractive and rewarding,[59] competent,[60] prestigeful,[61] and powerful[62] bring about an enhancement of the observer's imitative behaviours.

Bandura and Walters differentiated between real-life and symbolic models, the latter group being characterised through visual demonstration (television, film, still pictures, drawings) or through verbal and/or written presentation.[63] Bourdon in his review of the literature on imitation revealed the lack of comparative studies dealing with the differential effect on outcomes of different model presentations. He argued that the results are equivalent.[64] Bandura, Ross, and Ross have shown that film-mediated models and real-life models are comparable in transmitting deviant behaviour patterns.[65] It is relevant to raise again the point made earlier in the section on educational technology that the specific behavioural or learning objectives in question should determine the medium for the model. Berliner in his study of training secondary teachers to use higher-order questions

showed that the effects of perceptual modelling (live or television) were equivalent to symbolic modelling (written presentation).[66] If symbolic presentations can achieve comparable results with real-life models, then tape-recordings and written presentations could have priority as the medium to be used due to the relatively low production costs and overall flexibility.

McDonald and Allen, in an extensive study investigating modelling and feedback at Stanford University, demonstrated that "trainees improved on the criterion behaviour across teaching sessions in all treatments".[67] Modelling presentation in this investigation was by means of verbal instructions and a filmed model who portrayed the desired behaviour. They emphasised that the most powerful treatment for producing behaviour change would be a modelling and feedback condition with an investigator present who cued the trainee on desired behaviour. They stressed the need to identify counselling skills for which modelling procedures would be most effective. They suggested that modelling may have more of an impact when the behaviour to be learned is less readily observable and infrequently practiced. Orme found that the presentation of a perceptual (videotaped) model of the desired teaching behaviour with concurrent discrimination training provided by a supervisor was the most effective of several modelling presentations.[68] Claus used cueing during videotape modelling and feedback in teaching trainees to ask higher order questions. Results showed cueing during modelling sessions to be significantly more effective than cueing during feedback and non-cueing conditions.[69]

An interesting observation to come out of the McDonald and Allen study was that the trainees found the second exposure to the same model rather repetitious, and this raised the issue of multiple models being

presented.[70] The question of whether this would impede or enhance learning requires future research consideration and has implications for the present study.

Implications of modelling for practice. Some investigators suggest that the personal service professionals, such as teachers, counsellors, and social workers should actively model behaviour that their clients are to learn and arrange conditions that will foster identificatory outcomes.[71] The research by Bandura and his group clearly demonstrated the influence of modelling and imitation but the results of at least one study indicated that exposure only to modelling stimuli will not provide sufficient cues for imitative or observational learning to occur.[72] It was suggested that various procedures had to be implemented, prior to observation, if imitative response acquisition was to occur. Clients then must learn new "prosocial" patterns of relating. Thomas suggested soliciting models from the client's social environment, such as parents and peers. The client can then imitate specific behavioural responses which may be more potent and have greater significance for him than using only the therapist as a behavioural model.[73] The counsellor can serve as a model but must be accepted first by the client. Goldstein, Heller, and Sechrest explore the potentialities and limitations of this procedure.[74] Many clients are confused and concerned about interviewing procedures and their role in the process. Studies have shown that by using modelling procedures to demonstrate requisite role procedures therapeutic effectiveness can be enhanced.[75]

Walters discussed the emotional arousal level of observers and its relationship to model imitation.[76] Heller described how anxiety

inhibits observational learning and cited the study by Bandura, Grusec, and Menlove which demonstrated that children fearful of dogs avoided watching a peer model who exhibited bold behaviour and quick interaction with a dog.[77] One relevant study by Walters and Parke to this discussion on anxiety shows how an observer will seek out cues to facilitate appropriate behavioural response in an uncertain social situation.[78] One could suggest that these findings would be generalisable to professional training programmes where role behavioural repertoires are deficient and anxiety is high. Training conditions must be arranged to eliminate this impoverishment and reduce anxiety. One way of doing this is described by Ivey et al in the development of microcounselling.[79] This approach is similar to microteaching and will be described in the section on feedback.

Carkhuff formulated a comprehensive model of facilitative processes which demonstrated how the distressed client's behaviour is analogous to the retarding counsellor, teacher, or parent behaviour. They suggested that model facilitators were able: (1) to communicate an accurately empathic understanding of the deeper as well as the surface feelings of the client; (2) to be freely and deeply themselves in a non-exploitive relationship; (3) to communicate a very deep respect for the client's worth as a person and his rights as a free individual; and (4) to be helpful in guiding the discussion of personally relevant feelings and experiences in specific and concrete terms.[80] Leonard and Bernstein underscored the influence of the therapist model on his patient.[81]

Heller advocated that interviewing techniques should be taught by having the students observe the interviewing behaviour of the experts in the field.[82] The research by Roshal revealed the importance of

presenting the task to be learned from the learner's point of view, i.e. the subjective camera angle of zero degrees.[83] These authors also stressed the importance of lifelikeness and realism in the presentation of the behaviour to be learned.

One of the consistent findings of counselling research using modelling procedures has been that some client-observers are more influenced by the modelling procedure than others. Bandura and Walters suggested that the degree to which an observer matches the model's behaviour is determined by the observer, model, situation factors, and their inter-relationships.[84] This issue is pushed a bit further by Flanders who asked "what influences "O" to accept once he knows the behavioural response?" and highlights the paucity of research investigating "the persistence of imitative tendencies over a period of time".[85] Schein demonstrated that a significant number of adults learned to imitate a model if the imitation was rewarded. The imitative responses were also generalised to new but similar situations.[86]

It is important to consider gradations of behavioural response to be imitated. Ideal model behaviour may give clients or students something to aim for but the gap between reality and the ideal may be so great that learning will be inhibited. Various levels of behavioural responses could be specified for designated behavioural outcomes, modelled accordingly and then opportunities provided for practice.[87] Future research investigations will have to deal with this complex problem.

It is for the reasons elaborated upon above that for the purpose of the present study it was decided that four experts in counselling would be used as models. It is suggested that these models will manifest appropriate counselling behaviour which can be observed,

analysed, discussed, and learned by beginning counsellors. The learning objective is not to encourage outright imitation but to provide a conceptual map of various types of counselling behaviour which can serve as a guide for the learner, who can then observe the discrepancy between his current performance and expected performance. What is learned and how it is put into practice will be unique to each individual and his own life style will come into existence. The learner should not be a pale imitation of an expert.

Self-Confrontation and Feedback

It is not sufficient for a learner to observe a modelling performance by an expert. In order to learn how to perform these actions effectively the learner, in the initial learning periods, must have the opportunity to engage in the new action in a non-threatening atmosphere of reduced stimuli. New skills and behavioural responses cannot be grafted on to the individual. There is a need to understand when, how, why, and where this professional behaviour can be used. As assimilation occurs internal reorientation takes place and the responses become part of the life-style of the learner.

Feedback to be effective must be heard by the learner and not ignored or distorted. It is important therefore to develop a climate of trust and security in a learning situation where a person feels free to experiment with his usual ways of behaving and test new patterns of behaviour.[88] Barnlund defined feedback in the following way:

> A requirement of all self-governing, goal-seeking systems whether they are mechanical devices, living organisms, or social groups. To obtain this feedback an autonomous system must be able to observe or scan its own performance, compose intended and actual operation and use this information to guide future action.[89]

The question of immediate or delayed feedback merits consideration and has relevance for effecting behavioural change. Most studies of animal and human learning have shown that immediacy of feedback is a critical factor. McDonald and Allen question the relevancy of immediate feedback if electronic recording systems are used:

> The explanation for this may be that the videotape playback reinstates the trainee's performance for him. The whole experience of viewing oneself on the videotape is quite different from receiving information from a second person about one's performance. The character of the feedback experience has changed drastically. Whatever factors might be involved in this new experience are sufficiently different so that the factor of immediacy is no longer relevant.[90]

It could also be argued that auditory cues provide sufficient material to focus on for feedback and evaluation purposes.[91]

Knowledge of results. It is insufficient merely to practice new patterns of behaviour. Accurate feedback of the consequences of an action must be provided if motivation is to be maintained. Research indicates that knowledge of results increases level of task performance, rate of improvement in task learning, and stimulates interest.[92] The effectiveness of knowledge of results upon learning and performance is well documented in the research literature.[93] The crucial issue appears to be what the person does with the knowledge of results information that he receives. Unless feedback is interpreted accurately and considered to be significant by the receiver, it cannot be used effectively. The structural features of the learner's personality determine how the feedback content is received. It is recognised that how an individual perceives and evaluates himself profoundly influences whether he accepts or rejects the perceptions and evaluations of others. How an individual "perceives his worth relative to that of significant others" determines self-esteem[94] and, if the social environment changes

it is anticipated that there will be a corresponding change in self-esteem.

Balance theories. Festinger's theory of cognitive dissonance attempts to explain what happens to the individual when discrepant perceptions of central or peripheral importance occur.[95] The basic tenet underlying this theory is that the individual is constantly striving to attain or to maintain psychological balance, thus, he attempts to perceive the various aspects of his environment and of himself in a congruent way. Any imbalance or inconsistency between these two areas creates discomfort or dissonance which may be reduced in the following ways: (1) by changing one's opinion or behaviour; (2) by distorting one's perception and information about the real world; (3) by rejecting the source of dissonance; and (4) by obtaining support from others whose beliefs are similar. Dissonance is a strong motivating stimulus for behavioural change but the principles underlying the theories of cognitive consistency,[96] and social exchange and need-approach[97] must be understood if appropriate, effective, and long-lasting results are to occur.

These two theories predict different outcomes for a person receiving feedback who has a poor opinion of himself or some specific characteristic of himself. In the cognitive consistency theory an individual having a low opinion of himself will respond more favourably to social derogation, which is consistent with his self-appraisal, than to praise which is inconsistent with his perception of himself. The social exchange theory predicts that the individual with a poor self-evaluation will react more positively to social praise because he needs approval, not social castigation which frustrates his approval needs. Deutsch and Solomon supported the former thesis and suggested that reactions to

evaluations and the evaluator can be predicted if the evaluator knows how the individual evaluates specific aspects of his own behaviour.[98] In other words, an individual who has a negative self-evaluation would respond negatively to another who esteems him and responds favourably to others who view him negatively. However, Jones and Schneider hypothesised that the crucial issue hinges on the individual's certainty of belief in his self-derogatory evaluation. The less sure he is of his opinion, the more he values someone who commends his performance behaviour over someone who is critical of it. They suggest that "consistency of new information is not the important consideration", but one has to understand how the "need for approval from others will play an important part in the self-concept and (his) reactions to evaluations of others". However, if one is firm in his belief about his ability then "consistency of new information" is paramount to confirm his belief. Any inconsistency creates tensions which result in avoidance or denial. They suggest that denial takes the form of minimizing "the value of the source of information particularly with regard to the ability in question".[99]

Backman et al discussed the effects of significant others in relation to resisting change in the self-concept. They describe the interaction of the self as an individual, the individual's perception of specific behavioural act vis-a-vis self-concept, and his perception of another person's (O) evaluation of him. All three components in this interpersonal matrix are in a state of congruency when S perceives his behaviour and that of O as implying definitions of self congruent with relative aspects of his self-concept.[100]

Ziller et al argued that individuals with high self-esteem analysed positive or negative evaluations by assessing their meaning

and relevance for the self-system. If they are judged to be of peripheral importance they are rejected, thus enabling the individual to maintain internal balance and consistency and not be constantly buffeted about by various environmental circumstances.[101]

Salomon and McDonald pointed out that behavioural change in professionals tended to take place in all the studies they reviewed if two conditions were met. The first condition referred to knowing what behavioural response was expected and then comparing discrepancies between manifested and expected behaviours. It was then necessary for the expected behaviours to be accepted by the learners if behavioural congruence was to occur. They suggested that defensive reactions will not develop if cues are provided to direct the learner's attention. In their investigation they looked at the reaction of teaching interns when confronted with their own videotaped teaching performance for the first time.[102] It is suggested that they assumed that what motivates individuals in the selection of new information about themselves was the need to increase or maintain self-esteem not to maintain cognitive balance.[103] The results revealed that if no model of effective teaching was shown, if no standards of teaching behaviour were made explicit and, if no cueing was provided to guide attention during self-viewing, changes in attitudes and patterns of information selection would be decided primarily by the interns' predispositions to their own teaching performance. This outcome is supported by Tustin and Birch who, in two different studies, underscored the value of providing appropriate information to show the discrepancy between desired and actual behaviour when viewing one's performance on videotape.[104]

Another interesting finding in the Salomon and McDonald study was that low-satisfaction subjects felt they were being manipulated and

reacted defensively and negatively to the whole procedure.[105] This substantiated Lefcourt's findings regarding locus of control and its effect upon learning. He suggested that certain individuals (lacking in self-confidence or with an inferiority complex) in a particular situation expect external reinforcements, over which they have no control, to enable them to reach their goal. In contrast, self-confident, goal-seeking individuals assume a cause and effect relationship between behavioural action and end results over which they have control. This feeling of control over a situation by self-confident individuals facilitates an ability to discriminate, recall, and evaluate relevant information upon which they base their decisions.[106]

Microteaching. To develop and improve interpersonal skills an individual must be internally committed to new learning and must recognise that habitual modes of behaviour are no longer effective or appropriate. This means that new modes of behaviour have to be tried and found to be more effective. Thus, opportunities for practice must be provided for transfer of learning to occur. It should be recognised, however, that although the onus for change of behaviour should rest with the learner, the learning environment should offer opportunities for the learners to define their own goals, develop pathways to achieving goals, relate means and ends to central needs, and provide challenging activities to increase competence in different skills.[107]

Microteaching, developed at Stanford University in the early sixties, was set up to try and meet some of the needs described above.[108] It is based on the assumption that by practising certain skills in a systematic way it is possible to improve classroom instruction. This approach involves a scaled-down teaching situation where the student teacher is involved in a teach-critique, reteach-critique cycle of a

five to twenty minute lesson with three to ten pupils. In the initial stages specific teaching skills are identified, isolated and practised to meet criterion performance in the microteaching context. Following the teaching episode, feedback is provided by the supervisor and pupils and interpreted with the viewing of the videotape. The student teacher then analyses and synthesises the information from the feedback and within a period of minutes or several hours reteaches the same lesson to a different group of students having incorporated the relevant feedback information. Variations of this approach are being carried out in different areas of education.[109] Although the trend has been to use videotape, audiotape feedback has been shown to be effective in promoting behavioural change.[110]

One of the major criticisms of microteaching has been that there is little or no transfer of learning to the school classroom. Several reasons can be suggested to account for this. Interaction with thirty to forty pupils involves different modes of presentation in comparison with interaction of four to ten pupils. Multiple stimuli bombard the teacher in a regular classroom, whereas the microteaching environment is more controlled and less productive of stimuli. The pupils in a microteaching situation recognise its unique characteristics and react favourably whereas pupils in the regular classroom are on "home ground" and have established patterns of behaviour and expectations which may not be congruent with the student teacher's behaviour and/or expectations. The student teachers need opportunities to practice specific skills in a safe, structural environment before confronting the multi-complex classroom with its overwhelming stimuli which may precipitate more anxiety in the learner with negative consequences. This, in turn, provokes habitual ways of behaving on the part of the beginning teacher

rather than enhancing new patterns of behaviour learned in the micro-teaching approach. These problems will have to be overcome if micro-teaching is to be as effective as many claim it can be.

In counselling and psychotherapy the advantages of microteaching have more relevance because the simulated session has more in common with actual therapy and it would seem that the transfer of learning from one situation to the other would be more readily facilitated. Ivey et al have demonstrated how microcounselling, which is similar in form but not in substance to microteaching, can be used effectively with beginning counsellors.[111] They teach three specific counselling skills: (1) attending behaviour, which involves listening and being sensitive to the client's verbal and nonverbal behaviour, (2) accurate reflection of feelings, which the counsellor demonstrates by empathic understanding, genuineness and warmth, and (3) accurate summarisation of feelings. The training procedures consist of cue discrimination, modelling techniques, video feedback, and reinforcement stimuli by supervisors to the overt behaviour of counsellors.

Langer described the minicourse which is a further development of the microteaching technique and is designed to train the teacher without any input from the supervisor. He stressed the importance of specifying operational objectives when one considers specific inputs, i.e. instructional materials, handbooks, and evaluation forms.[112] The teaching behaviour is cued by film models and written checklists so that focused feedback of the specific skills under consideration is provided. This approach assumes that a teacher can responsibly validate his own performance and bring about changes, if his actual teaching behaviour is discrepant with the teaching behaviour expected. Borg et al reported statistically significant differences on eleven of thirteen skills stressed in the questioning skills field test of Minicourse 1.[113]

Kallenbach found differences between experimental and control group subjects when he field tested Minicourse 1 with student teachers. In the groups where the videotape feedback and the microteaching were omitted, they still performed similarly to the groups which experienced the whole treatment.[114] However, Berliner cited various evidence that microteaching and skill training in teaching are beneficial in improving level of competence, increasing feelings of self-confidence, enhancing classroom ability for organising and presenting material.[115] These conclusions are questionable as the majority of the studies had no empirical base.

It is evident that although this approach of microteaching has certain merit, one must carefully analyse all the implications involved and critically determine what, if any, aspects have worthwhile relevance to professional education and under what conditions. Perhaps the package as it is presently constituted is not adequate and the ingredients will have to be changed. The research and development approach that is being used by the Far West Laboratory appears to recognise the need for rigorous evaluation, and programmes are being investigated in practical situations prior to their incorporation into the school curriculum.[116]

Travers emphasised the superior results obtained when an individual is given information and then responds, rather than responding first and then learning if the response was appropriate.[117] It appears from reading the literature that microteaching and the minicourse combine both approaches to encourage the learner to enter actively and discriminately into the learning process. It is important to determine when one approach is more effective than another and when they should be combined in instructional and/or therapeutic environments.

There is still very little known about cause and effect or criteria of effectiveness in counselling. On what basis then are decisions being made for describing the required behaviour expected in the counselling performance? Do the skills being taught in microcounselling or microteaching, relate to effective learning or outcomes? The assumption is made that specific skills do relate to effective learning and so investigators in microteaching focus their efforts on inducing these skills.[118] This assumption must be investigated empirically. However, for the purpose of this study, the author argues that the position taken in analysing performances of experts in counselling is valid. The contention being that until one can describe what goes on in interviews carried out by experts and then relate or predict specific counselling behaviour to outcome effectiveness, it will be impossible to add or delete the specific skills. The first step is to describe the counselling interactions and that is one of the purposes of this study.

It is suggested after reviewing the research in the area of feedback that it is a concept that needs careful consideration when discussing the educational needs of professional practitioners. Appropriate training conditions, such as microcounselling, must be provided where counselling skills can be observed, discrimination of skills learned, practice opportunities arranged, critical analysis of performance given, and further opportunities for practice supplied. Self-directed behaviour change has been emphasised by several investigators.[119] The implicit assumption made is that the learner, if committed to specifying and trying to achieve relevant change goals, and if adequate and appropriate feedback are provided, will strive to effect behavioural change towards the specified objectives. Birch suggested that learners, given the relevant analytical instruments

which will guide analysis and evaluate performance, can obtain meaningful feedback which in turn will bring about the changes in performance specified.[120] These instruments of analysis will be discussed in the following section. Investigation relating process skills to outcome or effectiveness of counselling requires future study.

Interaction Analysis

Interaction analysis is a term conceived by Ned Flanders and "refers to any technique for studying the chain of classroom events in such a fashion that each event is taken into consideration".[121] The assumption basic to interaction analysis is that it provides the teacher with a feedback mechanism that can be used to help him become more aware of his own teaching behaviour. Hough and Ober emphasised analysis rather than evaluation and suggested:

> It may be assumed that when the skill of interaction analysis is learned, it gives the teacher a feedback mechanism in the form of a category system, that he may use to become more sensitively aware of his own teaching behaviour. Interaction analysis seems to provide the teacher with a cognitive organiser to more accurately interpret the effects of his behaviour on his students. In this way, the teacher becomes more aware of his behaviour. If interaction analysis, in fact, functions as a feedback mechanism, then it has the potential to act as a mechanism for the reinforcement of behaviour. If this is true,...those students who had been taught interaction analysis had a more adequate cognitive organiser to aid them in interpreting and internalising what they saw happening to themselves and to other teachers.[122]

As a research procedure, interaction analysis can be used as a measure of the qualitative aspects of verbal communication which takes place between a teacher and pupils. Flanders argued that most teacher influence is conveyed through verbal statements and the teacher can learn to analyse the teaching-learning situation and modify his verbal

participation according to his analysis of the classroom situation. Interaction analysis is one approach that teachers can learn and use to help them improve their performance. Flanders defined classroom interaction analysis as "systems seek(ing) to abstract communication by ignoring most of its characteristics".[123] Each category defines a particular type of statement. Some of these statements may have different characteristics but meet the criteria established for the category and thus are coded in the same category.

In order to study the classroom as interaction phenomena, audio-visual recordings are an asset as professional students do not always see what the teacher wants them to see when they observe a live performance. Systematic rigorous coding procedures by the teacher and learner can be applied to the interaction process, and through the use of technology, interactions can be viewed live and recorded, specific patterns of behaviour can be viewed and analysed, and planned progress can be made towards achieving pre-determined behavioural objectives.

Observation and description must precede analysis. Existing theories and concepts inevitably influence the analyses but the latter may also clarify or modify those theories. Consequently, it is imperative that the collection and interpretations of facts be as accurate as is scientifically possible if reliable theories are to emerge and relevant interaction scales are to be developed. Clarke warned of the danger "with which theories can be imposed on facts, of selection of evidence, and of man's great capacity for finding what he seeks".[124] The implication here for research on interaction analysis scales suggests the need for developers of these scales to make explicit their theoretical base and to be willing to scientifically validate their scale. Clarke also supported Bruner's argument[125] that by forming

concepts we diminish the overwhelming complexity of our environment and he goes on to suggest that learning to understand complex problems requires a similar process of categorisation which can be transferred to other complex problems. It is suggested by the present author that developers of interaction analysis scales are concerned about systematic methods of inquiry which enable examination, classification and analysis of communication between two or more people to take place with a high degree of significance. Their task is to reduce the complexity of communication phenomena to more manageable but valid units without loss of meaning.

Systems of observation. The following outline will describe the characteristics of three different systems of observation: category, sign, and rating.[126] Problems in constructing category systems will also be highlighted as this will be relevant when interaction systems are examined in this study.

Category systems generally consist of relatively few categories into which all observed behaviours can be coded and classified. A category system will enable documentation to take place during an observation period, indicate how many units of behaviour transpired and into what category they were classified. Category systems are regarded as low-inference measures because the items focus upon specific, relatively objective, behaviour and because each event has a frequency count.[127] Each system reflects the investigator's objectives and his theoretical position.

With our present state of knowledge it is extremely difficult to categorise basic, non-overlapping, pure dimensions of human behaviour. However, investigators should attempt to refine and improve systematically their skill for developing appropriate instrumentation for measuring interaction behaviour.

Sign systems specify acts or incidents of behaviour which are compiled before a period of observation in a particular setting and which may or may not be observed during the coding period. This system appears to generate hypotheses and is not rigidly bound in theory alone.

A descriptive behavioural system incorporating both sign and category systems was developed by Medley and Mitzel.[128] An interesting comment made by these investigators in a later study pointed out that sign systems were used in studies looking at teacher behaviour and their relationship to effectiveness, whereas, category systems focused on social climate and improving methodology.[129] Flanders' scale would be an example of this latter system as would the three scales to be used in this study.[130]

Rating systems are considered as high inference measures because they do not "focus upon specific, denotable, relatively objective behaviours" as do category systems.[131] Good defined rating as "an estimate, made according to some systematised procedure, of the degree to which an individual person or thing possesses any given characteristic, may be expressed qualitatively or quantitatively".[132] The frequency of behaviour must be inferred in a rating system and this is determined by the scale of gradations utilised for the specific system, e.g. five point scale ranging from "consistently to seldom" or "superior to unacceptable". Rosenshine summarised some of the criticisms of rating scales[133] made by Mouly[134] including halo effect, the error of central tendency, generosity or leniency error, and the lack of a common referent for scoring calibrations such as "excellent" or "seldom".

Classification of categories. One of the problems of classifying interactions is to be able to categorise and quantify them with a strong degree of reliability.[135] Haley concluded from his research on family

patterns that the inferential process has to be removed in the collection and categorisation of data. But Boyd and De Vault divided the collection of data into two categories: descriptive, which extrapolates observable overt behaviours followed by interpretative and inferential stages; and evaluative, whereby interpretative descriptions of behaviour are made and inferential analysis follows this collection of data. They suggested that observational categories may not be successful in specifying the theoretical parameters "because of the differences of basic assumptions upon which the parameters of the various theories are based".[136]

The investigator must determine what behaviour is classified and what is left out and this dimension of exhaustiveness has to be considered when designing observation systems.[137] Stone et al in discussing content analysis explained the reasons for placing behaviour within a certain category. They suggested that behaviours so placed are being measured to validate a hypothesis and are consequently viewed not as being identical in meaning necessarily but having certain aspects in common. These writers suggested that category systems relying on observer inference are susceptible to validity problems and they underscored the need for researchers to deal with this directly and not try to gloss over it.[138]

The dimension of inference is determined by the investigator's theoretical position and what he wants to achieve. Inferences can be made by the observer after receiving explicit instructions regarding the behaviour in each category or the investigator can analyse the data categorised by the observer and then make inferences regarding the data obtained. This dimension raises questions about the sophistication of the observers to be able to make sound inferences and "the degree

of confidence one has in the clarity of the concepts being used and the behaviour which may be described in terms of these concepts".[139]

Multiple coding may be necessary to cover the problem of categories being non-exclusive. In single categories containing more than one behavioural dimension, theoretical or empirical evidence must support their similarities.[140] It is not essential that all category frequencies should be equivalent, but it is useful to note unclassified behaviour, which should be of relatively low frequency.

Unit for coding. The investigator has to make explicit which unit of behaviour is to be codified. Two ways of doing this are either by time-unit or natural thought unit which may include a word, phrase or statement. Each natural-unit contains a more or less complete idea whereas a time-unit may contain more than one idea and this can create coding difficulties. Some investigators advocate a preference for the natural unit classification because of easier interpretations,[141] and others suggest using either the natural unit or the time-unit depending upon the specific incident being coded.[142] If the time-unit is too long, observers may be influenced to make biased, independent observations based on opinion. Coders should be consistently systematic throughout the classification period, otherwise reliability is affected because the raters have not agreed on the boundaries of units to be codified. Reliability is also affected by the amount of agreement among observers regarding their coding of a specific behavioural unit.

Rater disagreement. In analysing reasons for rater disagreement Heyns and Zander discussed how much of the social context, in which the behaviour being coded occurs, should be taken into account. They concluded that either the theoretical framework should provide an answer or the "immediate situational context" should be used.[143] Another

aspect of disagreement is whether observers should code the intent of the individual's behaviour. To counteract this problem the investigator needs to make explicit the cues for identifying intent and to what extent observers will make judgements about intent in their coding.

The effect or perceived effect of an act can lead to strong disagreement by raters as they codify this behaviour. Again, the decision is determined by the theoretical design, the investigator's objectives and whether he sanctions inclusion of effect or not. The importance of developing reliable and valid instruments to measure behaviour cannot be overemphasised.

Baral et al testified that a flexible observation system should be developed based on the theoretical knowledge available at the present time and not be controlled by the limited, practical concerns of the classroom where "what is" often is not "what should be".[144] However, once these instruments are developed and the data is obtained the crucial question then becomes how to analyse and interpret the findings properly to fulfil the objectives of the study. This question will be clarified in this study when each of the four interviews is coded by the respective scales, the analyses are made, and interpretations are given.

Limitations of interaction analysis. McDonald discussed the myth of interaction analysis and suggested that the categories used in this type of system are not necessarily natural phenomena but a created reality, devised and labelled by the investigators.[145] Bobbitt et al challenged the assumption that developers of observational systems know which categories of behaviour have priority in observation and measurement. They argued that "the multiple and interrelated patterns of response affected by a single variable cannot be evaluated".[146] To overcome this, they suggested the need for a more detailed, exhaustive

study of interactive behaviour using a number of different behavioural measures. The present author is taking this into account when carrying out this study by using three different instruments to look at counselling behaviour.

Some investigators have suggested the value of using an anthropological approach to the problems of education and classroom interaction.[147] This would involve "ethnographic fieldwork" whereby investigators would be directly immersed in the situational context collecting and compiling the prolific data surrounding them, eventually generating hypotheses to be tested. This approach has rather interesting implications for relating observed classes of behaviour to outcome measures, an important aspect of interaction analysis which tends to be overlooked in research findings.[148] Sindell cited Leacock who emphasised the importance of looking at classroom behaviour in the social and cultural context because the character of the school is influenced by the surrounding neighbourhood, which in turn affects what the children learn and how they learn.[149]

Interaction scales can be classified as stimulus response models of communication in which case the origin of the verbal stimulus is not considered but it is assumed to be fixed or given and the focus is on seeking to understand the specific responses.[150] In reality, face-to-face encounters involve an interactive two-way process in which the last response influences the next stimulus. Interactive scales, to be useful and to show what is going on in the interaction, need to illustrate the buildup in various verbal categories over a period of time in an interview. In this way sequential patterns of verbal behaviour and changes in patterns that take place in counselling can be demonstrated by interaction scales if they are so designed to meet this

criteria.[151] Patterson compared interaction and transaction theories and suggested that the latter is more comprehensive and includes the representation of total experiences and environments of the participants, as well as recognising the changing mutual and reciprocal systems of communications that occur in the encounter.[152]

The author suggests that although the three scales used in this study do not meet the broad criteria specified in transactional theory, they are inclusive enough to generate data for analyses and interpretations of counselling interactions.

Allon in an analysis of classroom interaction analysis systems, pinpointed two structural inadequacies. These are defining "topographically similar behaviours as a single behaviour and describing these behaviours under a variety of conditions and often with different experimental subjects". She expressed concern that no attempt is made to define what conditions are contiguous to the occurrence of behaviour.[153]

Ebel questioned the relevancy of validity in educational measurements and suggested the use of operational definitions. He recommended that meaningfulness replace validity, the latter concept being used in situations where independent criterion measures are feasible and necessary.[154] It is evident that researchers are just beginning to face up to some of the methodological problems in developing tools and concepts for the evaluation and study of observational systems.

Affective and cognitive statements. Bales suggested that by studying what goes on between individuals provided clues for understanding individual behaviour.[155] Over a period of several years, Bales observed small group interactions and then developed a twelve-category system which classified interactions as being of positive or negative emotional quality, or being affectively neutral. Each

category was defined in terms of meanings by the observer and was based on his impressions of the total situational context. The Bales' system is theoretical neutral which is a positive feature but some consider it inadequate as a measure of social interaction in a problem-solving sequence because its categories are too general and over-inclusive.[156]

The Bales' system assumed that affective and instrumental aspects of behaviour can be separated. Some writers questioned that "work" and "emotionality" can be separated in reality.[157] Other investigators do not differentiate between affective and cognitive statements when looking at interaction and assume that verbal behaviour is representative of one's total behaviour.[158] It is important when observing and analysing interactions to understand the effect of cognitive or affective statements on the client. Patterson suggested that interpretations given early in the counselling encounter might lead to defensiveness on the part of the client manifested by intellectualisation and isolation.[159] He thought the cognitive approach could facilitate reduction of tension in a climate where affect was predominant but argued for an appropriate blending of cognitive and affective behaviour on the part of the counsellor.

In affect transactions, one should observe how something is said rather than what is said. Meaningful information could be obtained to improve interaction analysis by comparing nonverbal to verbal aspects of an interview.[160] Jaffe developed a method to look at psychiatric verbal interaction. He suggested that sensitive instruments measuring verbal transactions could demonstrate a reciprocal relationship with nonverbal communications.[161]

Observational situation. Most category systems for coding interpersonal behaviour are highly selective and deal with specific interactional aspects in the observational situation. Current studies in research on person-environment interactions demonstrate quite clearly how different ways of thinking in different settings influence the conception, development, and results of observational systems.[162] One study in a residential treatment centre showed how influential different situations were on producing different patterns of behaviour. The investigator underscored the need to measure not only internal variables of personality but to classify and quantify the psychological aspects of the specific social environment in which the behaviour occurred.[163]

Other researchers have documented relevant research pertaining to the social climate in the classroom,[164] and developments in classroom observation systems.[165]

Interaction analysis in practice. Ned Flanders has demonstrated that secondary teachers trained to use interaction analysis over a training period of twenty-eight hours modified their classroom behaviour to talk less, to be more direct, and to give more praise and less criticism.[166] Student teachers trained in Flanders' interaction analysis showed more accepting behaviour and significantly less criticism than those not trained in this procedure. It was also shown that these students trained in interaction analysis, prior to student teaching, manifested greater self-awareness than those trained during student teaching.[167]

It has generally been assumed that teachers differentiate and adapt their objectives, materials, teaching style, and strategy, according to the general ability of the specific class. Pfeiffer challenged this assumption and using Flanders' system showed that teachers did not

differentiate between classes and that verbal interaction was significantly similar in all classes of varying ability levels taught by the same teacher.[168] Simon demonstrated in her study that students not trained in interaction analysis responded in the same way to both high and low ability classes, as if they were interchangeable and required the same teaching strategies.[169]

Wright studied the effects of interaction analysis feedback on the teacher's verbal behaviour. He assigned experienced intermediate teachers to four treatments: (1) instruction in Flanders' system and feedback through self-analysis of a tape-recorded lesson, (2) instruction in Flanders' system and feedback from a Flanders' trained observer, (3) conventional in-service instruction and feedback through self-analysis of a tape-recorded lesson, and (4) conventional in-service instruction and feedback from a supervisor. It was shown that teachers became more indirect in their behaviour following interaction analysis training and that supervised groups became more indirect than those obtaining feedback through self-analysis.[170] These findings corroborate Flanders' work.[171]

Much has been written about studies which used observational data to measure the overt behaviour of pupils and teachers as they interact.[172] Several of these studies have been discussed in the preceding paragraphs of this section. Of particular interest to those investigators developing or refining interaction analysis systems, as well as others concerned about this whole area, is a fifteen volume anthology, Mirrors for Behaviour, describing coding instructions for eighty observational systems.[173] The interest in observational analysis continues to grow in all professional disciplines but as Bobbitt et al declare:

> An analysis of the dynamics of social behaviour should provide a broad behavioural description of interaction that highlights the antecedents and effects of ongoing patterns of behaviour. This is a herculean task, still to be accomplished in any area of social research.[174]

Thus, it is evident that methodological problems have to be overcome, and more rigorous scientific explorations undertaken building on existing theories or developing new theories, if these challenges are to be faced and progress is to be made in this area.

It is for the reasons elaborated upon above that for the purpose of the present study it was decided that three category systems would be used as instruments for coding, analysing, and interpreting behaviour in counselling interviews. It is suggested that these scales, developed for the purpose of observing and classifying counsellor/client communications, will generate sufficient information, following coding, for description and interpretation of the interactions to take place.

Purpose of the Study and the Hypotheses

This study will investigate the effects of applying selected interaction scales to the counselling interactions of four experts in the area of interpersonal communication. The hypotheses are as follows:

1. The use of audiotapes and typescripts, containing a segment of an interview to reproduce live interviews, can generate sufficient data for interaction scales that analyses and interpretations of counselling can be significantly made.

2. The interaction scales, specified in this study, can significantly discriminate theories of counselling which were made explicit by the counsellors prior to the interviewing session.

3. The theoretical bias of each interaction scale can significantly describe a similar bias in the counselling position as well as documenting the counselling positions in opposition.

Chapter Notes

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[143]Heyns and Zander, op.cit, pp.399-401.

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[157]See W.R. Bion, Experiences in Groups, and Other Papers (London, 1961); and H.A. Thelen, Work Emotionality Theory of the Group as Organism, in Psychology: A Study of Science (New York, 1959), vol. 3, pp.544-611.

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[163] H.L. Raush, On the Locus of Behavior - Observations in Multiple Settings within Residential Treatment, American Journal of Orthopsychiatry, 29, 1959, pp.235-242.

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[166] N.A. Flanders, Helping Teachers Change Their Behavior (Ann Arbor, 1963).

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[172] See E. Amidon and A. Simon, Teacher-Pupil Interaction, Review of Educational Research, 35, 1965, pp.130-139; Amidon and Hough (1967) op.cit; A.S. Barr, The Measurement and Prediction of Teaching Efficiency: A Summary of Investigations, Journal of Experimental Education, 16, 1948,

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[173]See Simon and Boyer (1967, 1970), op.cit.

[174]Bobbitt et al, op.cit, p.120.

CHAPTER III

PROCEDURE

The purpose of this study was to investigate the relationship of three independent interaction analysis scales and their effect on interviews carried out by four experts in the area of interpersonal communication. Procedures were designed to deal with the following components examined in this study. The relevant details are contained in this chapter. Further documentation has been placed in the body of this report and the appendix.

Interviews

The following principles governed the choice of material to be analysed for this study. First, an attempt was made to select the work of counsellors experienced in the area of interpersonal communication. The four counsellors chosen were Carl Rogers, Rudolph Dreikurs, Fritz Perls, and Virginia Satir. Second, only counsellors who had written articles or books about their theoretical formulations would be included.[1] Third, an attempt was made to select interviews which had been recorded as only verbal exchanges would be coded.[2] These tapes and typescripts would be available to all professionally qualified people for further examination.[3] Fourth, each interview had a demonstrative purpose as well as a therapeutic aim so that each counsellor had the intent of showing the characteristics of his or her theory in action. Fifth, in each of the four interviews the respective counsellor, prior to the therapeutic encounter, described the objectives for the interviewing session and then explained at the end of the interview what, if anything, had been accomplished. Finally, in each case an initial

interview, classified as a dyadic encounter, was used in order to examine the opening interactions between counsellor and client(s) before complex patterns of communication and interpersonal relationships developed. In other words, the first few minutes of an initial interview set the stage for what was to follow; therefore, this period was crucial in influencing therapeutic outcome and what goes on must be examined.[4]

Recording Procedure

The recording procedure consisted of three types: (1) two interviews with the same client were filmed in a realistic clinic situation,[5] (2) one interview with a couple was videotaped in front of a professional audience in a classroom setting,[6] and (3) one interview with a young couple and the husband's parents was audiotaped in front of a professional audience in a classroom setting.[7] The present writer was an observer in the second and third interviews described above and has reviewed the film on four separate occasions of the two counsellors described in the first interview.

Unit for Coding

Each of the four interviews was audiotaped and the first fifteen minutes and/or twenty interactions was transcribed. Kagan et al have demonstrated that twenty responses, which approximates ten to twenty minutes, by a counsellor in an interview is as reliable a unit for rating a counsellor's behaviour as any other unit.[8] They also cited the study by Hart who used a four minute segment of counsellors' interactions to support their findings.[9] Several other studies have

demonstrated that a small segment of the interview is representative of the whole.[10] Consequently, in the present study, three of the interviews were analysed by using twenty counsellor responses and the fourth interview consisted of nineteen responses or a fifteen minute segment.[11]

In selecting the first fifteen minutes and twenty interactions between counsellor and client(s) the writer was influenced by Satir's statement that if a relationship is not beginning to develop within the first five to ten minutes of an opening interview, it will take a long time to be influential.[12] Different authors have stressed the importance of relationship in the counselling process.[13] Dreikurs argued that a counsellor can establish a relationship with a client in the first two to three minutes by learning specific skills.[14] He also advocated that it is possible to assess the total situation in any interview and know everything about the client within the first five to ten minutes.[15] One must also consider objectives in determining whether to use a segment or the totality of an interview. For example, if certain skilful behaviour is to be examined then short segments can be used; if theme patterns are to be observed, larger units are required. Another important aspect is to determine what is a realistic segment for coders to analyse, recognising such factors as complexity of data and fatigue problems.

Interaction Analysis Scales

The material recorded in the interviews needs to be quantified; consequently interaction analysis scales were used to classify the different statements.[16] The categories used for counsellor and client(s) statements in this study are documented in Appendix A.

The following reasons influenced the selection of the interaction analysis scales. First, one of the measurements, Casework Treatment Typology,[17] had been developed by a prominent social worker and was one of the few instruments designed specifically by a social worker to analyse what goes on in social work interviews. It would seem to be useful to examine what happens if this instrument is used in other interviewing situations where the interviewer comes from a different theoretical background but is also concerned with interpersonal communication.

Second, it has been shown that clients and counsellors can be encouraged to reveal their feelings and concern very quickly if certain conditions are provided. The Counsellor Verbal Response scale[18] was designed to examine counsellor verbal interactions and provides an effective way for assessing interactions.

Third and finally, the Sequential Analysis of Verbal Interaction scale[19] enabled the investigator to classify individual statements as well as showing connections between pairs of statements which provides not only more but different types of information than a single statement. Different patterns of group or dyad behaviour can be plotted on a graph to show various types of verbal interactions which are taking place and may change over time.

Coding Procedures

The author had been in correspondence, either by letter or audio-tape, with all four designers of the scales over a period of two years and had met personally with three of them. The designers of the four interaction scales coded the designated number of counsellor statements and client responses in all four of the interviews using their own scale.

The external coders and the author used both the typescripts and audio-tapes of the interviews for coding purposes. The external raters were informed who the counsellors were following the coding procedure to control for coding bias. None of them had seen or heard the interviews prior to coding.

The codings of the designers were compared with those of the present investigator. The codings were checked again, following discussion with the external raters, which enabled a high inter-rater agreement to be shown for each interview. Intra-rater agreement was obtained by coding all the interviews on two separate occasions, using an appropriate time-span between codings.[20] The reliability of each scale was demonstrated in this study. The validity of these measurements is discussed in the respective chapters describing each scale.

Chapter Notes

[1]Numerous articles and books have been written by these counsellors but the major sources for this study are C.R. Rogers, Client-Centered Therapy (Boston, 1951); Rogers, The Characteristics of a Helping Relationship, in Contemporary Psychotherapies (New York, 1961), pp.95-112; R. Dreikurs, The Adlerian Approach to Psychodynamics, in Contemporary psychotherapies (New York, 1961a), pp.60-70; Dreikurs, Fifth Annual Counsellors Conference Proceedings (Vancouver, 1969); F. Perls, R.E. Hefferline and P. Goodman, Gestalt Therapy: Excitement and Growth in the Human Personality (New York, 1951); Perls, Gestalt Therapy Verbatim (Lafayette, Calif., 1969); V. Satir, Family Therapy: An Approach to the Treatment of Mental and Emotional Disorder, in The International Handbook of Group Psychotherapy (London, 1966), pp.441-445; and Satir, Conjoint Family Therapy (Palo Alto, 1967).

[2]Three Approaches to Psychotherapy, Santa Ana Film Distributors, California, 16mm, black and white, sound, 90 minutes, with C. Rogers, F. Perls, and A. Ellis; Dreikurs, Family Counselling, Vancouver, 1969, videotape, 45 minutes; and Satir, Conjoint Family Therapy, Coeur D'Alene, Idaho, PNRI, no. 6, 1965, audiotape, 1⅞ IPS, 180 minutes.

[3]A fifteen minute segment of each interview is available at the Department of Educational Studies, University of Edinburgh, audio cassette, 60 minutes.

[4]For a clear discussion of the first few minutes of an interview see R.E. Pittenger, C.F. Hockett, and J.J. Danehy, The First Five Minutes: A Sample of Microscopic Interview Analysis (Ithaca, New York, 1960). The initial interview needs to be examined further as a large number of clients do not return for the second. For further discussion see R. Hornstra et al, Worlds Apart: Patients and Professionals, Archives of General Psychiatry, 27, 1972, pp.553-557.

[5]The two counsellors were Rogers and Perls, interviewing the client in that order.

[6]Dreikurs. Both Dreikurs and Satir interviewed more than one family member but their respective interviews are classified as dyadic encounters. For a discussion of this point see Chapter IV.

[7]Satir.

[8]For a comprehensive review of various research studies in this area see Kagan et al, op.cit.

[9]Ibid, p.121 (citing Some Inter-Rater and Intra-Rater Reliability Properties of the Process Scale by J.T. Hart, Jr., Unpublished Master's Thesis, University of Wisconsin, 1961).

[10]A number of factors have to be considered when using a short segment of an interview. For a varied discussion see D.E. Hess, Classroom Self-Evaluation, Educational Technology, February 1968, pp.14-16; L.A. Gottschalk and A.H. Auerbach, Methods of Research in Psychotherapy (New York, 1966), p.381f., p.495f.; D.J. Kiesler, P.L. Mathieu, and M.L. Klein, Sampling from the Recorded Therapy Interview: A Comparative Study of Different Segment Lengths, Journal of Consulting Psychology, 28, 1964, pp.349-357; Pittinger, Hockett, and Danehy, op. cit, p.256; and R.S. Postner et al, Process and Outcome in Conjoint Family Therapy, Family Process, 10, 1971, pp.451-473.

[11]Satir.

[12]Satir (1966), audiotape, op.cit.

[13]Numerous articles have been written about this important component in the counselling process. Articles with relevance to this study include J.C. Hansen, R.R. Stevic, and R.W. Warner, Counseling: Theory and Practice (Boston, 1972), p.146ff.; Hollis (1964), op.cit, pp.149-164; Patterson (1966), op.cit, pp.420-424; Pepinsky and Pepinsky, op.cit, pp.171-186; and Rogers (1961), op.cit, pp.95-112.

[14]Dreikurs (1969), op.cit, p.164.

[15]Ibid, p.106.

[16]The scales to be used in this study are described briefly in Chapter I and in more detail in Chapters V, VI, and VII. A discussion regarding the general characteristics of interaction scales is provided in the chapter on related research.

[17]See Chapter V.

[18]See Chapter VI.

[19]See Chapter VII.

[20]The approach used in this study for obtaining intra- and inter-rater agreement is acceptable. For a more detailed discussion see J. Dollard and F. Auld, Jr., Scoring Human Motives: A Manual (New Haven, 1959), pp.20-29, p.305ff.; F. Hollis, The Coding and Application of a Typology of Casework Treatment, Social Casework, 48, 1967b, p.492f.; and K.E. Weick, Systematic Observational Methods, in The Handbook of Social Psychology (Reading, Mass., 1968), vol. 2, pp.357-451.

CHAPTER IV

FOUR THEORETICAL FORMULATIONS

Two tasks are undertaken in this chapter. The first is to outline the theoretical positions of Carl Rogers, Rudolph Dreikurs, Fritz Perls and Virginia Satir. The second is to describe each counsellor's theoretical position prior to the interviewing episode.

It is generally accepted among the personal service professionals, including counsellors, social workers, nurses, and teachers that a good therapeutic relationship is a major ingredient in effecting eventual behavioural change in the client.[1] Fiedler suggests that the creation of a proper therapeutic atmosphere is not the property of any one theoretical school but that a theoretical base of knowledge provides a framework from which the counsellor can view the client's behaviour more realistically.[2] Carkhuff and Truax emphasise that all counselling programmes, whether in schools, industry or rehabilitation agencies use psychotherapeutic approaches and establishing a helping relationship is the most important component.[3] A psychotherapeutic relationship should aim to be participatory and collaborative.

> The objectives of psychotherapy are essentially to help the person make new differentiations, discover new meanings, see relationships anew, and correct distortions in the perception of existing relationships.[4]

Carl Rogers

Theoretical formulations. Rogers has formulated a general theory of interpersonal relationship based on his view of the relationship between therapeutic process and interpersonal relationships and communications:

> Assuming (a) a minimal willingness on the part of two people to be in contact; (b) an ability and minimal willingness on the part of each to receive communication from the other; (c) assuming the contact to continue over a period of time; then the following relationship is hypothesised to hold true:
>
> The greater the congruence of experience, awareness and communication on the part of one individual, the more the ensuing relationship will involve a tendency toward reciprocal communication with a quality of increasing congruence; a tendency toward more mutually accurate understanding of the communications; improved psychological adjustments and functioning in both parties; mutual satisfaction in the relationship.[5]

Rogers views the helping relationship as the essence of therapy and one "in which at least one of the parties has the intent of promoting the growth, development maturity, improved functioning, and improved coping with life of the other".[6] He goes on to describe the properties of helping relationships which enhance growth: (1) an atmosphere of mutual trust and confidence exists, (2) the client feels that the counsellor is really trying to understand his feelings and expressions, (3) the client feels free to say what he wishes and gradually assumes responsibility for making choices and decisions regarding himself and his behaviour, and (4) the client assumes an active role in the relationship. How a client perceives the helping relationship may be more important and influential than what actually goes on.

There are two theses basic to the client-centred approach. First, every individual has the capacity for growth and change. Thus, once the individual can understand those elements in his life which cause him pain and sadness this self-knowledge will lead to new ways of learning how to overcome these elements. Second, the individual's inherent capacity for productive change and therapeutic movement will occur if a counsellor can create a warm climate, appropriate relationship and suitable conditions.[7]

What constitutes effective psychotherapy alters over time as research evidence is published and new theoretical formulations are presented. Rogers appreciates this observation and is continually refining or reformulating his ideas such as changing the concept of the counsellor from "lay(ing) aside his own self temporarily, in order to enter into the experiences of the client"[8] to the counsellor being genuine and expressing his own feelings but not trying to impose them on the client.[9] Rogers considers theory as "a fallible changing attempt to construct a network of gossamer threads which will contain the solid facts" and "a stimulus to further creative thinking".[10]

One of the central constructs in Rogers' theory is the self which is described as "an important element in the experience of the client, and that in some odd sense his goal was to become his 'real self'".[11]

> By this "concept of self" we mean the individual's perceptions of his own characteristics and his relations to others, and the values he attaches to these perceptions. This conscious scheme of the self has a regulatory and guiding influence on behaviour. Anxiety and maladjustment occur when it is threatened by a dim awareness of experiences contrary to it. We view therapy, therefore, as the process by which the structure of self is relaxed in the safety of the relationship with the therapist, and previously denied experiences are perceived and then interpreted into an altered self.
>
> ...During therapy the attitudes toward self change from predominantly negative to predominantly positive. Self-esteem improves, the personality becomes better integrated and more comfortable: the basic personality structure becomes more unified....[12]

Another aspect of self is the ideal self which a person would like to be.

The other important component in this theory is the organism which is "at all times a total organised system in which alteration of any part may produce changes in any other part".[13] The psychological organism is the locus of all experience and it is this totality of experience which determines the individual's behaviour. Congruence

between self and organism means that an individual is considered to be adjusted, mature, and fully functioning.

Conversely, incongruence between self and organism precipitates threatened and anxious feelings and the individual reacts "defensively and his thinking becomes constricted and rigid".[14] Rogers defines incongruence as "the discrepancy between actual experience of the organism and the self picture of the individual in so far as it represents that picture".[15]

Rogers describes "six psychological conditions" which are "necessary and sufficient to bring about constructive personality change":

1. Two persons are in psychological contact.
2. ...Client is in a state of incongruence, being vulnerable or anxious.
3. ...Therapist is congruent or integrated in the relationship.
4. The therapist experiences unconditional, positive regard for the client.
5. The therapist experiences an empathic understanding of the client's internal frame of reference and endeavours to communicate this experience to the client.
6. The communication to the client of the therapist's empathic understanding...is to a minimal degree achieved.[16]

The research carried out by Truax and Carkhuff[17](1963) support these hypotheses.

Rogers, after reviewing different research studies, suggests that the therapist's theoretical orientation is not as important as his attitudes and feelings.[18] He concedes that the technique of reflection of the client's feelings is not an essential condition of therapy but if "it provides a channel by which the therapist communicates a sensitive empathy and an unconditional positive regard then it may serve as a technical channel by which the essential conditions of therapy are fulfilled."[19] However, Carkhuff and Truax note that other therapists

with different orientations viewed the reflective technique of communicating empathic understanding as predominate in the client-centred process. They also suggested that the effectiveness or ineffectiveness of the reflective method has no bearing on the success or failure of the client-centred approach.[20] They support Rogers' contention that the therapist's active, personal reaching out to the client is the component most highly related to success in this therapeutic approach.[21]

Carkhuff and Berenson suggest that the client-centred approach is most effective during the initial phases of therapy but later phases require different approaches until in "truly therapeutic cases...a kind of existential sharing in an equalitation relationship" occur.[22]

Interview. The following theoretical position was presented by Carl Rogers prior to interviewing the female client on film.[23] This summary is adapted and condensed from material presented in the film.[24]

Rogers postulates that if a counsellor is genuine, congruent and transparent in his feelings, spontaneously "prizes" and tries to be sensitively understanding of his client's inner world that the following changes will take place. The client will feel more willing to explore in depth her feelings and attitudes. She will become more aware of hidden aspects of herself and begin to listen to herself more positively because she feels "prized", thus becoming more accepting of herself rather than denigrating. There will be movement towards trust and encounter in the relationship and away from fear of becoming involved. Her initial "there and then" expressions of attitudes and feelings may move to the "here and now" of experiencing what is going on within her at the present moment. There will be movement away from rigid thinking patterns towards flexible, "tentative ways of construing her experience and seeing the meanings in it". She will become cognisant of the fact

that the "locus of evaluation" lies within herself and that external judgements and evaluations will not be made. This approach encourages self-responsibility in decision-making and controlling behaviour.

Thus, Rogers concludes that if he can create the appropriate climate, relationship, and conditions, client change will take place even though the interaction period is very brief.

Rudolph Dreikurs

Theoretical formulations. Dreikurs is a follower of Alfred Adler's theory of individual psychology which advocates that man is basically motivated by social urges and in order to understand the individual he must be viewed in his social situation, not as an isolated entity.[25]

Adler's theoretical framework is based on six concepts:

1. He places his emphasis on goals and argues that man is influenced and motivated more by his expectations for the future than he is by past events. He suggests that if the counsellor is aware of the goals an individual sets for himself and how the individual moves towards achieving these goals, the counsellor could begin consequently to understand the individual's behaviour. These goals are divided into long term and immediate. The long term goals are derived from Adler's assumption that the individual's personality does not change basically once it has been established in early childhood.[26] These goals strongly influence an individual's actions and as he strives towards these goals, which sometimes may be impossible to reach, the gestalt concept of holism is manifested.

2. The concept of holism suggests that the whole of the individual is pre-eminent although the individual parts have their place. The

individual should be understood primarily in terms of the whole and the interaction between the whole and its parts rather than through knowledge of any or all of the parts.[27] It is also important to understand the situational context or environment in which the individual operates as this strongly influences goal creation.

3. Adler postulates that man's ultimate goal is to be superior and it is striving to reach this objective that enables man to move from one developmental stage to the next. He emphasises the uniqueness of the individual, thus, each individual manifests different outcomes although striving for the same goal. Self-esteem, power, and self-aggrandisement are sought by neurotics whereas, social goals are emphasised by normal persons.[28]

Feelings of inferiority motivate a person to seek a higher developmental stage and Adler believes this feeling is the great driving force of mankind.[29] These concepts of inferiority and compensatory reaction involve not only physical disabilities but also psychological and social impairments as well.[30]

4. Adler's emphasis on man as a social being was gradually broadened to include the concept of social interest[31] which meant that man was constantly struggling to achieve a perfect society. He argues that although this social nature is intrinsic to man, it has to be nurtured and cultivated if it is to be productive. The importance of the mother and her love for her child in the early formative years could not be over-emphasised and the family is considered as a microcosm which would influence for good or bad the child's perception of the world. Thus, the individual's behaviour will be determined by his conception of social order and social life and where and how he fits into the specific social group.[32]

5. The concept of life style,[33] which is unique to each individual, is determined at a very early age. Adler attests that the first five years of life are crucial in inculcating appropriate responses in the child to the tasks of life. What a person perceives, learns, and retains is determined by life style and throughout life the basic style will not change although new ways of expressing uniqueness may be evident.

Adler's thesis that an individual's personality is strongly influenced by his position in the family[34] is gradually gaining some ground.[35] He postulates that the first-born may react negatively to a new baby and manifest feelings of insecurity and immaturity unless the parents cope wisely with preparing him for the new addition. Power and authority are of importance to the oldest child. As an adult he tends to place emphasis on rules and laws and enjoys the exercise of authority. The second child has a tendency to be ambitious, rebellious and envious but considered by Adler to be better adjusted than the older or the younger siblings. The youngest child is pampered and is a potential problem child and/or neurotic maladjusted adult.

The child should be encouraged to be independent and learn to experience the consequences of his own mistakes. He learns by trial and error, observing others and then draws his conclusions which may be faulty if based on mistaken conceptions about oneself, others, or life. One's perceptions are enhanced by one's feelings of self-worth and self-esteem and it is this inner security that enables one to function appropriately within the group, receiving feedback to alter behaviour as necessary and at the same time perceiving others in a rational, realistic way.

6. The concept of life style is closely interwoven with the idea of the creative self which Adler thought was the "active principle of

human life".[36]

> Heredity only endows him with certain abilities. Environment only gives him certain impressions. These abilities and impressions, and the manner in which he "experiences" them - that is to say, the interpretation he makes of these experiences - are the bricks, or in other words his attitude toward life, which determines this relationship to the outside world.[37]

Adler portrays an optimistic picture of man as a social human being striving to achieve dignity and self-worth and trying to find his place in society.

Dreikurs describes psychotherapy as a process where the client learns about himself, about the world around him and how he can change his concepts or beliefs.[38] It is implied that the client must understand his own behaviour if there is to be any change in behaviour.

Interview. The following commentary summarises Dreikurs counselling approach which he elaborated prior to interviewing the couple whose verbal interactions are being used for analysis in this study.[39] This summary is adapted and condensed from material presented in the videotape[40] and is now recorded on audiotape.[41] The fundamental premises in this approach are:

1. To establish a proper relationship[42] which Dreikurs advocates can be accomplished in the opening two to three minutes of an interview if one is trained in the appropriate skills. Contact has to be made with all those participating in the interview and there has to be a feeling of co-operative effort on all sides if the connection is to be viable and productive. The client has to have confidence in the counsellor and this is accomplished by the counsellor demonstrating that he understands him and the environmental forces that are influencing his behaviour. The feeling of being understood by the counsellor facilitates

the establishment of a therapeutic relationship. This holistic approach, which was discussed earlier in the theoretical section, refutes the tendency many professionals have towards collecting irrelevant facts which Dreikurs thinks does not necessarily explain what is going on and often confuses the issue. By looking at and analysing the total situation, the counsellor is encouraged to try and understand the private logic of the individual. He observes what goes on in the transaction between the individual and his environment, then formulates hypotheses about the total family constellation and then sets out to prove or disprove these hypotheses to further understanding of the situation and provide alternative behavioural pathways.

2. To analyse the problem and the dynamics of the situation. What are the client's goals, motivations, life style and symptomatology in his present field of action?[43] The life style is determined by two factors. The first is the family interaction between all members. The counsellor observes the movement of the client in contrast to the interaction of his parents, siblings of others in the family group. The second factor is the early recollections of the client which have influenced how he looks at life. Dreikurs suggests that a counsellor should be able to understand what goes on between a mother and child within the first fifteen minutes of an interview, otherwise he will just be overwhelmed with fact finding. The counsellor can be trained to learn how to listen actively and become psychologically sensitive. When he finds out what the problem seems to be, as described by one of the family members, the next step is to find out what the parents do about it. The reaction of the parents indicates the significance of what the child is doing.

3. To interpret or provide insight into the problem to the people involved. The parents need help to see what they are doing, and to extricate themselves from the power struggle that so often develops between parents and children. The parents have to be shown alternative ways of doing things with their children and this forceful prescription is described as a leadership function of the counsellor. By accepting someone as he is does not preclude showing him how he could function more effectively, for a good relationship and active listening do not necessarily bring about much behavioural change. Dreikurs supports Rogers' concept of self-determination but advocates direct confrontation, which he contends is necessary, to meet the acute needs of the situation. The expectations that adults have for children are also extremely crucial and often not recognised and this has to be made explicit.

Treatment is directly aimed at trying to change goals, concepts, and notions, thus the focus is on cognitive processes rather than changes in emotions. It is imperative then for the counsellor to confront people with their goals, with what they are doing, and to help them find alternatives for better ways of functioning. Dreikurs postulates that a person will behave differently once he sees things and perceives himself in a different way. The important issue is what a person does with what he has rather than what he is.

4. This confrontation of intention leads into the process of reorientation where adults or children are shown how to respond in new and effective ways. The operative word here is encouragement rather than confrontation and the client is encouraged to become responsible for his or her own behaviour and learn new patterns of behaviour which will facilitate and enhance interpersonal relationships within the family and outside. Dreikurs suggests that implicit in all therapy

or counselling is the recognition that an individual's value system is being affected and changed.

Dreikurs has no preconceived belief about what he will accomplish during an interview but his basic optimistic philosophy is based on the assumption that each individual can determine his own way of finding his place in the sun. However, there are times in life when one needs some guidance in the search.

Fritz Perls

Theoretical formulations. Gestalt therapy as developed by Fritz Perls emphasises the here and now situation and encourages confrontation in the therapeutic situation.[44] The meaning of now is described by the words experience, awareness, reality. The healthy person is able to benefit from past lessons and plan for the future while still living fully in the present[45] but stress is placed on the communication of feelings in the present tense.

> These are the two legs upon which Gestalt Therapy walks: now and how. The essence of the theory of Gestalt Therapy is in the understanding of these two words. Now covers all that exists. The past is no more, the future is not yet. Now includes the balance of being here, is experiencing, involvement, phenomenon, awareness. How covers everything that is structure, behaviour, all that is actually going on - the ongoing process. All the rest is irrelevant - computing, apprehending, and so on.[46]

Consequently, one can extrapolate the two approaches which are fundamental to Gestalt Therapy: the phenomenological approach, which enables one to become more aware of what is, and the behavioural approach, which exists in the present situation and can be viewed as public and observable or private and hidden from the observer and sometimes from the self.

The technique that enables issues to be dealt with in the here and now is the continuum of awareness which allows one to discover and become fully aware of every experience, assimilate it and use it for growth and development.[47] By encouraging the client to stay with a particular feeling or mood or state of mind which is unpleasant or painful, the Gestalt therapist helps the client to express his feelings in the present and to come to grips with what is preventing him from achieving his goals. This discovery approach to self-learning and behavioural change challenges the need for explanations on the part of the therapist and encourages independent thinking and action by the client.

The Gestalt approach assumes that the whole determines the parts and that the therapeutic situation is more than a therapist plus a client. It is a meeting of two or more people and what takes place cannot be judged by looking only at specific aspects of the therapeutic situation. Instead, the total configuration must be considered.[48]

Perls advocates a shift away from the unknown and the unconscious toward:

> ...The simplicity of the Gestalt approach...(where) we pay attention to the obvious, to the utmost surface. We don't delve into a region which we don't know anything about, into the so-called "unconscious". I don't believe in repressions. The whole theory of repressions is a fallacy. We can't repress a need. We have only repressed certain expressions of these needs.[49]

This fundamental departure from depth analysis to analysis of surface expressions, both verbal and nonverbal, provides an opportunity for the client to become more aware and more sensitive not only to verbal expressions but to body movement as well. The client is encouraged to discover himself and the feeling of himself thus awakening the organism to a fuller life.[50]

The Gestalt therapist rejects the role of change-agent and encourages the attitude of being oneself and at the same time being able to maintain intimate relationships with others. When this state of being is arrived at the individual has reconciled the intrapsychic factions he has been struggling with during his developmental years, namely: what he should be, what he thinks he is, and what he is.[51]

The healthy person is described in the following way:

> An absolutely healthy person is completely in touch with himself and with reality. The crazy person, the psychotic, is more or less completely out of touch with both, but mostly with either himself or the world. We are in between being psychotic and being healthy, and this is based upon the fact that we have two levels of existence. One is reality, the actual, realistic level, that we are in touch with whatever goes on now, in touch with our feelings, in touch with our senses. Reality is awareness of ongoing experience, actual, touching, seeing, moving, doing. The other level we don't have a good word for, so I choose the Indian word maya. Maya means something like illusion, or fantasy, or philosophically the as if of Veihinger. Maya is a kind of dream, a kind of trance. Very often this fantasy, this maya, is called the mind, but if you look a bit closer, what you call "mind" is fantasy. It's the rehearsal stage. Freud once said: "Denken ist prober arbeit" - thinking is rehearsing, trying out. Unfortunately, Freud never followed up this discovery because it would have been inconsistent with his genetic approach. If he had accepted his statement, "thinking is rehearsing", he would have realised how our fantasy activity is turned toward the future, because we rehearse for the future.[52]

Interview. The following outline of Gestalt therapy was elaborated by Fritz Perls prior to interviewing the female client on film.[53] This summary is adapted and condensed from material presented in the film.[54]

His formulations may be paraphrased as follows. The aim of therapy is to help the client: (1) to mobilise her own potential for independence rather than manipulating the environment for support, (2) to integrate and reconcile inner conflicts so that the client can function more productively, and (3) to be aware of game playing, especially verbal

games of being helpless or playing stupid and learn how to express genuine and confident behaviour.

Perls suggests that in the secure therapeutic situation the client is more willing to take psychological risks and expose herself to new ways of thinking, utilising her own inner resources so that she gradually learns to stand on her own without trying to manipulate the environment to support emotional dependency. This process of becoming completely independent emotionally, economically, and intellectually is called maturation and results in termination of therapy.

The basic techniques involved are as follows:

1. No explanations are provided. Perls assumes that only the client knows what she is like and therefore opportunities should be provided so that she can discover herself.

2. Confrontation techniques are used so that the client has to face up to her own behaviour and feelings and act them out in such a way that healthy integration will occur.

3. No interpretations are offered as Perls considers this to be a "therapeutic mistake". The client is encouraged not to ask questions which facilitate dependency but to turn questions into statements of discovery which describe what is really going on in the present between "I and Thou".

4. The major focus is centred on the nonverbal content as this area of functioning is less susceptible to self-deception. In this way the apparent discrepancy between the client's verbal and nonverbal communications is made explicit by the counsellor, and the client is then confronted with the discrepant behaviour, and gradually learns how to deal with it in a productive way to facilitate growth.

Virginia Satir

Theoretical formulations. During the past decade Virginia Satir, a well-known social worker in North America, has perhaps done more than any other counsellor to demonstrate techniques of interviewing and to show what goes on when people get together in a therapeutic situation. Her practical demonstrations of family therapy, supported by theoretical formulations, have encouraged practitioners and teachers of social work to become more open and willing to expose their interviewing behaviour to critical analysis.[55]

How can one characterise Satir's theoretical convictions? To begin with, her writings reveal a concern for the complexity and uniqueness of individual human behaviour.[56] She stresses and encourages the development of the uniqueness of the individual. She recognises that behaviour is the result of interactional phenomena, consequently, others are of significance in the life of any "self" and the latter cannot be viewed as an independent force without looking at the interactional components in the situational context where behaviour takes place.

It is Satir's view that the aim in family therapy is to correct "discrepancies in communications and teach ways to achieve more fitting joint outcomes".[57] Communication is closely related to an individual's self-image, and the concept of self-esteem. The valuation placed on this concept determines how clearly, directly, specifically, and congruently individual meanings are expressed, received, and reacted to by others and if not clearly understood, then questions are asked for the purpose of clarification.

Conjoint family therapy is a term coined by Satir and used as a title of a book.[58] It refers to the treatment of individuals suffering

from emotional, mental or social disorders and the counselling takes place in the family context where the behaviour is manifested. However, emphasis is placed on the dyadic encounter rather than group process because Satir postulates that "clear, direct, specific messages can only be carried on between two people at any given time".[59] She suggests that learning can take place by others within the group observing the dyadic interactions and receiving the same messages but perhaps interpreting them differently. Consequently, validation is required with all family members following the initial transactions.

Satir's theoretical position therefore, reflects the growth model of treatment which is based on the assumption "that people can be taught to be congruent, to speak directly and clearly, and communicate their feelings, thoughts and desires accurately in order to be able to deal with what is" in the here and now.[60] Thus, the identified patient in a family group is the one who is signalling, whether symbolically or in other ways, the pain that is present in the system and this has to be dealt with directly but not in a scapegoat fashion. The problem should be viewed in terms of family interaction, not as illness of a member where blame is attached. If a counsellor deals with a problem without first understanding and clarifying family dynamics and patterns of communication, Satir suggests that further pathological behaviour is encouraged and the therapeutic process is neutralised.[61]

The following basic premises underlying conjoint family therapy have been outlined by Satir.[62] Her premise categories will be used but the content will be expanded upon.

1. Every human is the product of a three-person learning system: the parents (male and female) are more than a biological unit. They are responsible for the maintenance of life, meeting the survival needs

of the child. In the early stages of development the child has to rely on others for nurture, financial support, direction and guidance but must learn to recognise that he will never totally be omnipotent and self-sufficient as a mature person knows others are essential for survival. Parents provide the blue-print for how children feel about themselves, look at themselves and how they play, work and live. In functional families, the maxim "I see you as you, I regard you as you, and I value your output as belonging to you"[63] is operative and messages are clear, direct, complete and congruent.

2. Every human develops his self-image and self-esteem through a process of understanding the "self-other" concept. It is imperative for a counsellor to know and understand an individual's perceptions of what he was exposed to, his reactions to it and how he integrated these reactions into his internal system if client behaviour is to be understood. Often, it is the discrepancy between perceptions and performance which causes problems in families. The individual's behaviour is determined by the predictable but unwritten rules which govern the family group and may or may not be explicit or known by the individual or other family members. The family of origin plays a strong role in the development of the self's authority, autonomy and sexuality. If this development is retarded or negatively influenced in any way, marriage increases the stress and creates a potential arena for conflict, if not immediately, then following the birth of the first child.

Behaviour is a result of interactional and intrapsychic phenomenon, and if aspects of one area are changed the other area will also be affected. The counsellor cannot change the content but can help individuals analyse the process of what is, how it came to be, how one feels about it, how one uses it, and what the outcome is. If the out-

come is problematic and doesn't fit the family life situation, changes have to be made. If the family cannot cope, help is sought outside, eventually.

3. No human being is so continually aware of his internal self and his external manifestations that he is at all times able to present himself consistently. Parents are the most influential persons in shaping a child's self concept and generally they have expectations about how the child is to treat them. However, they seldom consider what expectations the child has for them. Parents must learn to recognise that how one looks or sounds is not necessarily congruent with how one thinks or feels. Thoughts and feelings cannot be interpreted easily but how one manifests these thoughts and feelings can be commented upon. Manifestations of thoughts and feelings are indicated by words, voice (tone, pace, modulation), gestures, facial expressions, and body position.

Satir describes the basic unit for communication[64] in the following way:

A		B
thoughts feelings	a = 1a	thoughts feelings
b (facial expressions body terms body position)		2b = B responds to A's looks (b) 3 = A responds to B's response 4 = pattern between A and B

1a) A sits looking "depressed"

2b) B asks - What's the matter?

3) A retorts - Don't bother me! Go away!

4) B reacts - To heck with you or looks glum.

The sequence 1-4 provides an accurate picture of what is going on in a family. To change the dysfunctional communication, as indicated above by response 4 to a functional pattern, one has to be able to comment on the discrepancy between 1-2-3 and then react (4) in a way that clearly indicates the incompatability between verbal and nonverbal messages, e.g. "I thought you looked glum and I wondered what is the matter? If you want me to go away though, I will."

4. One cannot not react in the presence of another. This ties in with the previous premise and demonstrates the need for the counsellor or others in a family to make clear to the individual what they see and hear and check out these observations against the intentions of the speaker, who in turn may not be aware of the double messages he is sending. Satir on occasion recommends "therapeutic laryngitis" to help an individual get his messages across non-verbally until he learns how to present words and affect congruently.[65]

5. Every human is geared toward survival, growth, and closeness to others. These goals motivate an individual and in his strivings to obtain, maintain or reach for these, change occurs and is shown in behaviour manifestations. Dysfunctional behaviour occurs when an individual is no longer able to match expectations and situations and the self-esteem is affected so that growth in feelings of worth, productivity and self-concept are hindered.

6. Every human is dependent in some way, at some time, in some place, and in some circumstances upon another. In order to engage others at appropriate times in functional interaction, an individual must develop "reliable, effective, predictable techniques". If these techniques are not learned frustration and isolation develops because others cannot cope with the individual's inconsistency of words and affect and react accordingly.

7. Every human being has to develop a means of giving and receiving meaning to and from others. Every family system has rules which determine how comments and reports about each individual are made within and outside the system. In a dysfunctional family, the counsellor makes every effort to establish a climate which makes reporting safe. The act of reporting and coping with that reporting are two different phenomena and have to be dealt with separately. Satir stresses the concept of maturation as being most important in therapy:

> Human being is fully in charge of himself; able to make choices and decisions based on accurate perceptions about himself, others, and the context in which he finds himself; who acknowledges these choices and decisions as being his, and who accepts responsibility for their outcomes.[66]

The following summary is taken from Satir's comments made prior to the interview with the family and documented on audiotape.[67] This summary is adapted and condensed from material presented in the audiorecording.[68] The role of the counsellor has three purposes:

1. To help an individual see and hear the external manifestations that are presented and are more readily discernible by others so that he can relate those comments and conclusions to his inner thoughts and feelings. There is no dangerous information, only dangerous ways of reporting.

2. To provide a counsellor who is a model able to communicate clearly, directly, congruently and specifically with clients. The counsellor's interpretations must be checked out and validated with the intentions of others in the group.

3. To be a map-maker and help people discover various pathways to their destination but the decision of which one to follow is up to them. The counsellor is in charge of the interview, a leader but not a boss.

In the first interview, Satir recommends that the counsellor finds out the names of each family member, what they are called and what they like to be called. This establishes the beginning step in demonstrating the uniqueness of each individual. Following that, each member is asked what he or she wants and expects from his or her involvement in the treatment situation. The nature of family therapy is then explained.

At this juncture, the counsellor raises questions with each family member trying to find out how they view the stressful situation in the family and what meaning it has for each of them. This leads into communication patterns within the family, i.e. whether discussions were held to try to improve the situation, what steps, if any, were taken to relieve the situation, and what were the outcomes.

Messages of blame are discouraged and the counsellor encourages the recognition of human frailty and learning from mistakes. An attempt is then made to help the family to look at the family constellation and see how patterns evolved over a period of time so that the stressful situation is seen in context.

Chapter Notes

[1]Dreikurs (1969), op.cit, pp.163-178; S.G. Estes, The Therapeutic Relationship in the Dynamics of Cure, Journal of Consulting Psychology, 12, 1948, pp.76-81; Hollis (1964), op.cit, pp.149-164; Fritz Perls, Four Lectures, in Gestalt Therapy Now: Therapy, Techniques, Applications, (Palo Alto, 1970), pp.14-45; Carl Rogers (1961b), op.cit, pp.95-112; and Satir (1967), op.cit, p.189.

[2]F.E. Fiedler, The Concept of an Ideal Therapeutic Relationship, Journal of Consulting Psychology, 14, 1950, pp.239-245; pp.436-445.

[3]R.R. Carkhuff and C.B. Truax, Lay Mental Health Counseling: The Effects of Lay Group Counseling, Journal of Consulting Psychology, 29, 1965, pp.426-431.

[4]Coffey and Golden (1957), op.cit, p.73.

[5]C.R. Rogers, On Becoming a Person (Boston, 1961a), p.344.

[6]Rogers (1961b), op.cit, p.95.

[7]C.R. Rogers (1951), op.cit, pp.66-74.

[8]Ibid, p.208.

[9]Three Approaches to Psychotherapy, Santa Ana Film Distributors, California, 16mm, black and white, sound, 90 minutes.

[10]C.R. Rogers, A Theory of Therapy, Personality, and Interpersonal Relationships as developed in the Client-Centered Framework, in Psychology: A Study of Science, (New York, 1959), vol. 3, p.191.

[11]Ibid, p.201.

[12]C.R. Rogers, Client Centered Psychotherapy, in Frontiers of Psychological Research (San Francisco, 1966), p.281.

[13]Rogers (1951), op.cit, p.487.

[14]C.S. Hall and G. Lindzey, Theories of Personality (New York, 1970), p.530.

[15]C.R. Rogers, The Necessary and Sufficient Conditions of Therapeutic Personality Change, Journal of Consulting Psychology, 21, 1957, p.96.

[16]Ibid, p.95f.

[17]C.B. Truax and R.R. Carkhuff, For Better or for Worse: The Process of Psychotherapeutic Personality Change, in Recent Advances in the Study of Behavior Change (Montreal, 1964), pp.118-163.

[18]Rogers (1961b), op.cit, p.100.

[19]Rogers (1957), op.cit, p.102.

[20]R.R. Carkhuff and C.B. Truax, The Client-Centered Process as Viewed by Other Therapists, in The Therapeutic Relationship and Its Impact (Madison, 1967), pp.419-505.

[21]Rogers (1961b), op.cit, p.100.

[22]R.R. Carkhuff and B.G. Berensen, Beyond Counseling and Therapy (New York, 1967), p.74f.

[23]Rogers, Three Approaches to Psychotherapy (film), op.cit.

[24]For a more detailed account see the film which is cited immediately above.

[25]A. Adler (P. Radin, translator), The Practice and Theory of Individual Psychology (New York, 1929), pp.1-15. This viewpoint is also examined by Dreikurs (1961a), op.cit, pp.60-79.

[26]Ibid, p.68.

[27]Ibid, p.63.

[28]For further clarification see H.L. Ansbacher and R.R. Ansbacher, editors and annotators, The Individual Psychology of Alfred Adler: A Systematic Presentation in Selections from his Writings (London, 1958), pp.101-125; and Hall and Lindzey, op.cit, p.123.

[29]Ibid, p.124.

[30]Dreikurs examines the dynamics of inferiority feelings in his book Psychology in the Classroom: A Manual for Teachers (London, 1957), pp.6-8.

[31]Further discussion of social interest is found in Ansbacher and Ansbacher, op.cit, pp.126-162.

[32]Dreikurs (1961a), op.cit, p.60.

[33]Ansbacher and Ansbacher, op.cit, pp.172-203; and Dreikurs (1957), op.cit pp.4-6.

[34]Hall and Lindzey, op.cit, p.128.

[35]S. Schachter, The Psychology of Affiliation (Palo Alto, 1959). Schachter examines the relationship between anxiety and affiliative responses and shows that first-born and only children exhibit affiliative tendencies under stress.

[36]Hall and Lindzey, op.cit, p.127.

[37]A. Porter (ed), What Life Should Mean to You (London, 1932), p.5.

[38]R. Dreikurs, The Adlerian Approach to Therapy, in Contemporary Psychotherapies (New York, 1961b), p.80f.

[39]Dreikurs (1969), op.cit, pp.163-178.

[40]R. Dreikurs, Family Counselling (Centre for Counselling Education and Research), produced by the University of British Columbia, Extension Department, February 1, 1969, videotape.

[41]The audio cassette is available from the author but the same material can be obtained from the two references cited immediately above.

[42]For further clarification see Dreikurs (1957), op.cit, pp.36-38.

[43]This is also fully examined in Dreikurs (1961a), op.cit, pp.60-79.

[44]For a more detailed discussion of this theory see Perls, Hefferline, and Goodman (1951), op.cit; Perls (1969), op.cit; and Perls (1970), op.cit.

[45]Perls, Hefferline, and Goodman (1951), op.cit, p.32.

[46]Perls (1969), op.cit, p.44

[47]Ibid, p.51.

[48]Perls, Hefferline, and Goodman (1951), op.cit, p.XIf.

[49]Perls (1969), op.cit, p.53.

[50]F. Perls, Ego, Hunger, and Aggression: The Beginning of Gestalt Therapy (New York, 1947), p.6f.

[51]A. Beisser, The Paradoxical Theory of Change, in Gestalt Therapy Now : Theory, Techniques, Applications (Palo Alto, 1970), p.77.

[52]Perls (1969), op.cit, p.46f.

[53]Three Approaches to Psychotherapy (film), op.cit.

[54]For a more detailed account see the film cited immediately above.

[55]In her workshops, Satir expects all the professionals attending to participate actively in simulated interviewing sessions.

[56]Satir (1966), op.cit, pp.441-445, and Satir (1967), op.cit.

[57]Satir (1967), op.cit, p.96.

[58]Ibid.

[59]Satir (1965), op.cit, track 3, side 2, recording unit 639.

[60]Satir (1967), op.cit, p.188.

[61]Satir (1965), op.cit, track 3, side 2, recording unit 1180.

[62]Satir (1966), op.cit, pp.442-445.

[63]Satir (1965), op.cit, recording unit 840.

[64]Ibid, track 1, side 2, recording unit 250-510.

[65]Ibid, track 1, side 2, recording unit 2010.

[66]Satir (1967), op.cit, p.91.

[67]Satir (1965), op.cit.

[68]The audiorecording is available from the author as only limited numbers of the interview were reproduced.

CHAPTER V

A CASEWORK TREATMENT TYPOLOGY

This typology, developed by Hollis, is based on theoretical principles of casework practice.[1] In her book, Casework: A Psychosocial Therapy, Hollis outlines the major dimensions of the classification as well as formulating a theoretical model of casework.[2] She contends that casework should be considered as a creative art incorporating scientific skills in observation, analysis, and experimentation.[3]

This scientific approach to social work treatment has generally received cursory attention in the past by the researchers and practitioners. However, in recent years a concerted effort has been made to correct this criticism and useful research with implications for improved practice, are being published.[4]

A typological classification is considered to be a sub-section of a taxonomy.[5] By the process of induction the basic categorical units are methodically arranged and established as natural units which are finite and discrete. Priority and attention are given to documenting differences between types, rather than to examining the common denominators they possess, which permit them to be subsumed under family classifications.

Hollis assumes that the procedures used in casework treatment are determined by variables such as client diagnosis, problem, treatment phase and objectives.[6] She argues that these procedures are not individually packaged and presented but blended together in a mix that meets the treatment objectives required at that specific time. The classification of the basic treatment procedures of casework can be

considered interchangeable with communication categories or treatment procedures.[7]

The classification consists of five dimensions:[8]

(1) refers to whether communication is between worker and client or worker and collateral, i.e. worker and probation officer;

(2) communication interaction between worker and client, which can be looked at separately;

(3) the means by which client or worker are employing or trying to employ in treatment;

(4) the subject matter of a communication;

(5) the change context of a communication. Hollis contends that a procedure is judged in terms of intention rather than in terms of outcome. The questions of outcome results and procedural effectiveness are left for future investigation.

The present study is only concerned with the dimension of communication between client and worker. Other aspects of this typology can be explored in the articles already mentioned.[9] The communication classification is divided into six types and is similar for both counsellor and client. Mullen advocates that the six treatment procedures constitute the core of the casework counselling process.[10] The dimensions are defined and explained as follows:

Sustainment: A. Communications of type A demonstrate the worker's feeling or opinion which is denoted by expressions of reassurance, interest, concern, acceptance, sensitive understanding, encouragement and so on. There is no corresponding category for the client. Example:[11]

> Co: "I sure wish I could give you the answer as to what you should tell her" (Appendix A; Rogers' typescript; Co. 8). Demonstrates an expression of sympathetic understanding and a wish to help.

Direct influence: B. Communications of type B are prescriptive and directive in nature. They can encourage or discourage client behaviour within or outside the interview. The worker may suggest, advise, or compel certain types of action and use direct rather than indirect influence to effect the outcome. Example:

> Co: "Well, it's first - hang on to this..." (Satir's typescript; Co. 9:4).
> The counsellor is trying to help the client become more aware of how people change their minds and this statement has a directive quality which focuses attention on what the counsellor is saying.

Exploration - description - ventilation: C. Communication which the counsellor and/or the client uses to facilitate the client to think about, describe and verbalise material that relates to himself or his situation in the past or present falls into this category. Example:

> Co: "Now tell us, what kind of difficulties do you have?" (Dreikurs' typescript; Co. 6:2).
> Encourages exploratory ventilation of the client's concerns.
> Cl: "Pamela has had a very difficult time through her entire schooling..." (Dreikurs' typescript; C. 6:1).
> Response describes what this particular client sees as the major concerns in this family.

Person-situation reflection: D. Communication which the counsellor uses to encourage and facilitate reflective perception, awareness, or thoughtfulness of the client's person-situation configuration in the adult past or present by the client is placed in this category. Example:

> Co: "You say you're scared but you're smiling. I don't understand why you're scared and smile at the same time?" (Perls' typescript; Co. 2:1, 2).
> Summarises the client's previous comment and raises the discrepancy between verbal and nonverbal manifestations.
> Encourages further reflection.
> Cl: "Uh, I don't know, I'm mostly aware of you. I'm afraid that, uh, I'm afraid that you're going to have

such a direct attack..." (Perls' typescript; Cl. 3:1, 2, 3).
Describes her own behaviour and reactions to the counsellor and treatment situation.

Hollis suggests that there are times when a counsellor's interpretation or giving of information, which encourages client reflection or understanding, also has a quality of directiveness which is not accounted for in the coding rules of this scale and this needs to be considered. She advocates a "qualitative rating" in this category to discriminate this aspect of the communication.[12] Example:

Co: "You see, you have to realise that the behaviour of the children is always co-ordinated. When one gets better, the other one gets worse. And the poor parents who do not know what hits them, reinforce it afterwards by their own behaviour" (Dreikurs' typescript; Co. 9:1, 2, 3, 4, 5).

Reflection concerning personality patterns or dynamics: E. Communications of a reflective nature used by the counsellor and the client are described in category D but reflection relates in this category to the psychological patterns and dynamics of the client's own behaviour. There are no examples of type E in the interviews analysed.[13]

Reflection concerning early life: F. Communications used by the counsellor and the client which encourage the reflective characteristics denoted in D are found in this category but here they refer specifically to the formative years of the client's life. However, if one is reflecting upon the childhood of a relevant other, such as a wife considering her husband's early years, this coding would be placed in D. There are no examples of communication for dimension F in the four interviews analysed.[14]

The quality of the worker-client relationship is assumed to have a strong influence on whether dimensions A, B and C are effective or not.

The reflective categories (D, E, F) are assumed to depend upon the client gaining understanding and cognisance of the problem and this will be determined by the client's intellect. These categories are considered to be the major ones for effecting change.

Subsumed under dimensions B-F is a content factor referred to by Arabic numeral 4. Content 4 is used if the subject matter that either the client or the counsellor are talking about refers to the counsellor, agency, treatment process, or to any aspect of client's or other's behaviour in relation to treatment.[15] If content 4 is indicated codings are done separately to differentiate this type of communication from the regular dimensions. The Perls' interview is a good example of how useful this type of breakdown is in distinguishing his theoretical approach. This will be discussed in the respective counsellor's profile.

Units for verbal coding. Hollis recommends the mechanisation of this coding procedure, wherever possible, as clearly defined rules facilitate uniformity and simplicity.[16] An independent coding is done on every clause that contains a subject and verb so that there should be little inter-rater disagreement. It may be necessary, at times, to consider larger units of material for coding in order to place in perspective a judgement about a specific clause. However, one must be careful not to allow a later clause to control a coding of an earlier clause. The importance of consistency in coding cannot be overemphasised. Hollis has described and documented coding rules which cover all the exigencies that a rater might be confronted with during a coding session.[17]

Although this classification was developed to analyse individual interviews, it has also been demonstrated to be effective in dealing with the dynamics of joint interviews as well.[18] However, it was

found that interactive comments produced a multiplicity of reactions because the intention of a communication for one may be received and perceived quite differently by another member of the group. Hollis recommends that additions or modifications of the existing typology should be made where necessary, but changes should be determined by the objectives of a study.

Reliability of the classification. This aspect is discussed in some detail by Hollis.[19] The major categories, which were used in this study, are shown to be reliable. Mullen and Turner demonstrated that this classification instrument is able to document casework communication between clients and counsellors in interviews.[20]

Interview by Carl Rogers - Hollis Typology

In this interview,[21] three (A, C and D) of the six major dimensions are used (Table 1). The total number of counsellor-client propositions was 143, with Rogers accounting for 47 or 32.9 per cent of all tallies and the client's proposition amounting to 96 or 67.1 per cent of the total. The findings in each of these dimensions will be discussed and Rogers' theoretical formulations will be described in the terms specified by the typology.

A: Sustainment. Communications by the counsellor which explicitly demonstrate interest, understanding, appreciation or a desire to help the client are marked in this dimension. There are 11 or 23.4 per cent of Rogers' comments coded in this area. There is no corresponding category in this scale to denote client sustainment.

C: Exploration - description - ventilation. In this interview the majority of comments are coded in this dimension and total 76 or 53.1 per cent of all counsellor-client interactions. However, Rogers'

TABLE 1. ROGERS' INTERVIEW USING THE HOLLIS TYPOLOGY

Category	Amount* and Percentages of Category Communications		
	Total comments	Total client comments	Total counsellor comments
A	07.7 (11)	0	23.4 (11)
B	0	0	0
C	53.1 (76)	66.7 (64)	25.5 (12) 5
D	35.7 (51)	32.3 (31)	42.6 (20) 3 (Da = 02.1 (1), Db = 10.6 (5), Dc = 14.9 (7), Dg = 14.9 (7))
E	0	0	0
F	0	0	0
Other	03.5 (5)	01.0 (1)	08.5 (4)
Total	100.0 (143)	100.0 (96) = 67.1**	100.0 (47) = 32.9**

*Noted in brackets. **Percentage of total comments. -4 content = 17.0%

exploratory propositions amounted to only a quarter of all his statements (12 or 25.5 per cent). The client increased the overall percentage by her high commentary in the area of description and ventilation (64 or 66.7 per cent).

D: Person-situation reflection. Communications which encourage a client to deliberate thoughtfully in order to acquire new awareness or understanding of her own personal concerns or situation in the present or past are coded here. The majority of Rogers' comments fall in this category (20 or 42.6 per cent). The client responds in a similar vein to these reflective communications as shown by 31 tallies or 32.3 per cent of her statements being coded here. In the total counsellor-client interaction, 51 or 35.7 per cent of all the tallies are found in this reflective category.

Rogers' major emphasis in using reflective communications is to try to help the client understand the nature (Dc) and evaluative (Dg) aspects of her own behaviour. There is an equal distribution between these two change objectives (Dc and Dg) and they account for 14 or 29.8 per cent of his comments. A smaller number of his communications 5 or 10.6 per cent are addressed to helping the client understand the effect or outcome of her own behaviour (Db). Only one or 2.1 per cent of his communications focus on encouraging the client to understand how others think or feel (Da).

Communications referring to the counsellor, the agency, or the treatment situation are classified as 4 subject matter and coded separately. This differentiation of 4 material from other subject matter enables the treatment relationship to be examined more closely. In this segment of the interview Rogers makes 8 comments which can be identified as 4 material. Table 1 illustrates that his 4 material amounts to

17.0 per cent of all his comments, of which 5 tallies are coded in the C dimension and 3 tallies in the D dimension.

Discussion. During this initial phase of the interview, Rogers blended an exploratory and reflective approach. However, he placed his emphasis on reflective communications. The client responded with comments of description and ventilation in conjunction with reflective remarks but her focus was on the former by a ratio of 2:1. It was this heavy weighting that determined the overall emphasis on the C dimension in this interview (Table 1).

Three of the other four categories, direct influence (B), and the two reflective dimensions concerning personality patterns (E) and early life (F), are not used. The fourth one, sustainment (A) accounted for 11 counsellor tallies or 7.7 per cent of all interactions. The remainder, approximately 4.0 per cent, are coded as unclassifiable.[22]

The results support in general terms the findings reported by Mullen and others which show that over 80.0 per cent of all communications in counselling consist of two basic types, namely exploration - description - ventilation (C) and person-situation reflection (D).[23]

Rogers' Theoretical Formulations - Hollis Typology[24]

Rogers contends that the helping relationship is the essence of therapy and to facilitate client growth the counsellor must create the proper climate and conditions. In this type of atmosphere the client feels that the counsellor is really trying to understand her feelings and expressions. This type of atmosphere is created by Rogers expressing empathic understanding and is shown by the high percentage of sustaining comments (nearly one quarter of all his comments). This is significantly higher than for the other three counsellors and this

difference will be discussed at the end of this chapter. Sustaining communications indicate that the counsellor is demonstrating verbally his interest and confidence in the client, as well as a desire to help and to show approval of the client as a person. This type of interest can also be shown nonverbally to the client. Rogers use of 4 material which focuses on the treatment relationship (17.0 per cent of his comments) in conjunction with the sustaining comments, supports his theoretical assertions and concern for creating an appropriate counselling atmosphere which is conducive to client change. In this opening portion of the interview Rogers uses a blend of communications which initially encourage, on the part of the client, responses of description or ventilation (C) concerning the client or her situation in the present or past. He then moves into reflective statements (D) which contribute to encouraging new awareness or understanding on the part of the client to her person-situation configuration. Over half of these reflective comments deal with helping the client to understand the nature (Dc) and outcome (Db) of her behaviour.

The client must feel free, however, to say what she wishes so that an atmosphere of trust and confidence can develop and she can then begin to accept responsibility for making choices and decisions regarding herself and her behaviour. Rogers use of the exploratory dimension encourages this response as noted by the high buildup in dimension C for the client. He is careful not to let this get out of control, thus, the blending of the two dimensions, C and D.

The active role of the client in the interview, which Rogers encourages, could be supported by the ratio of her comments to the counsellor's which is shown to be more than 2:1. This verbal activity on the part of the client is another indication that the client feels

free to speak out as indicated by the number of tallies in the C dimension (64). It is important that the client moves from ventilating her concerns to concentrating her attention on looking at the realities of her situation and what she can do about changing aspects of her environmental or interpersonal situation so that she can function more effectively. Movement in this area is indicated by the number of tallies in the reflective dimension D for both client and counsellor (Table 1).

Rogers' use of reflection communicates empathic understanding to the client and facilitates a willingness on the part of the client to explore more fully her feelings and attitudes. The buildup in the reflective dimension D by the client tends to support this assertion.

This scale does not differentiate between past and present content and to obtain this information one would have to document this specific content by analysing the typescript.

The results obtained by analysing the counsellor-client interactions, using the Hollis scale, support the two theses basic to the client-centred approach. Firstly, Rogers assumes that every client has the capacity for growth and change and that self-knowledge will lead to new ways of learning how to make choices and decisions regarding herself and her behaviour. His emphasis on reflective communications, which are directed to encouraging the client towards new awareness and understanding of the nature and evaluative aspects of her behaviour, should influence an increase in self-knowledge. Secondly, Rogers assumes that client change and movement towards more effective or appropriate functioning will occur if the counsellor is able to create a warm climate, appropriate relationship, and suitable conditions. As described above, Rogers' blending of exploratory and reflective communications, interspersed with a sufficient number of sustaining responses

(11 or 23.4 per cent), suggests a therapeutic strategy designed to accomplish this outcome.[25]

In summary, the Hollis scale is able to describe sufficiently Rogers' theoretical formulations which are demonstrated in practice by the analysis of his interactions with the client.

Interview by Rudolph Dreikurs - Hollis Typology

In this interview,[26] three (B, C, D) of the six major dimensions are used (Table 2). The total number of counsellor-client propositions was 123, with Dreikurs accounting for 94 or 76.4 per cent of the total tallies and the clients' propositions amounting to 29 or 23.6 per cent of the total. The findings in each of these dimensions will be discussed and Dreikurs' theoretical formulations will be described in the terms specified by the typology.

B: Direct influence. There was only one communication in this dimension which the counsellor used early in the interview to direct the clients how to speak when using the microphone (Appendix A, Co. 2:1).

C: Exploration - description - ventilation. The majority of statements for this interview are coded in this dimension because the counsellor is seeking out or asking for factual information concerning the clients' situation or their personal problems in the present or past. There are 55 or 58.5 per cent of the counsellor's responses in this exploratory dimension. All of the clients' responses are classified to be of a descriptive or exploratory nature in a direct reply to what the counsellor is asking and amount to 29 or 100.0 per cent. The total counsellor-client propositions for this dimension account for 84 or 68.3 per cent of all interventions.

TABLE 2. DREIKURS' INTERVIEW USING THE HOLLIS TYPOLOGY

Category	Amount* and Percentages of Category Communications		
	Total comments	Total client comments	Total counsellor comments
AA	00	00	00
BB	000.88 ((1))	00	001.1 ((1))
CC	668.3 ((804))	1000.00 ((29))	558.5 ((555)) 31
DD	330.99 ((398))	00	440.4 ((398)) 398 ((a = 398.3 ((396)) (b = 002.1 ((2))
EE	00	00	00
FF	00	00	00
Other	00	00	00
Total	1000.00 ((1223))	1000.00 ((29)) = 23.6***	1000.00 ((994)) = 776.4***

*Total in brackets. ***Percentage of total comments. -4 content = 773.4%

D: Person-situation reflection. In the counsellor-client interaction this dimension accounts for 30.9 per cent. Communications by the counsellor to encourage the clients to deliberate thoughtfully about their present or past concerns or situation are used 40.4 per cent or a total of 38 times. This dimension can be viewed from the change objectives the counsellor has in mind when he communicates in a way to encourage reflective considerations on the part of the clients. What is significant, however, is the fact that Dreikurs poses his questions in such a way that the reflective intent is lost and the clients' responses are brief and factual, as shown in Table 2.[27] The majority of the counsellor's communications is designed to help the clients describe their children's situation. These tallies are coded in subcategory Da and account for 38.3 per cent of all Dreikurs' communications. Only 2.1 per cent are coded in subcategory Db which helps the clients look at the outcome of their behaviour on others.

Dreikurs emphasis on communications classified as 4 subject matter illustrates his interest in discussing content which refers to the treatment situation, the counsellor, or the agency and enables the treatment relationship to be examined more closely. In this segment of the interview, Dreikurs' communications in this area amount to 73.4 per cent of all his comments, 31 tallies are coded in the C dimension and 38 tallies in the D dimension, as indicated in Table 2.

Discussion. The figures in Table 2 show that the major focus in this interview for both counsellor and client was on exploring, describing or explaining content pertaining to the clients' situation in the present or past. Over 68.0 per cent of all communications were coded in this major dimension C. At certain times the counsellor used communication which could have encouraged reflective thinking on the part of the

clients but it was enclosed in a series of exploratory comments and appeared to get lost in the transaction because the clients only responded in a factual manner. Just over one-third of all the counsellor's comments are classified as encouraging reflection.

Three of the other four basic categories, sustainment (A) and the two reflective dimensions concerning personality patterns (E) and early life (F) are not used. The fourth one, direct influence (B) has minimal use.

The findings support in general terms the results presented by Mullen, who suggests that the dimensions of exploration (C) and reflection (D) are basic to the counselling process.[28]

Dreikurs' Theoretical Formulations - Hollis Typology[29]

In the opening phase of this interview, Dreikurs immediately finds out the first names of the couple and then launches into a monologue which describes his general theoretical position regarding the family constellation and how it is influenced (Appendix A; Co. 2:1-57). This descriptive narrative accounts for approximately 63.0 per cent of all Dreikurs' comments and is a mixture of exploratory remarks relating to a description of his hypotheses and communications which contribute to reflective consideration about the family situation. The reflective comments account for 42.0 per cent in the monologue and the focus is on helping the clients understand the nature of their children's behaviour. This approach could support Dreikurs' contention that a counsellor must demonstrate early in the interview his ability to understand the clients and the environmental forces that are influencing their behaviour. This is done by presenting information in such a way that the clients begin to see things and perceive themselves and others in different ways.

This strategy of discussing theoretical principles in front of the clients by Dreikurs could reinforce their perceptions of him as an expert in family counselling and perhaps influence more positive responses to his directions because he includes them in the teaching-learning process.[30]

Dreikurs' approach throughout this portion of the interview is readily shown to be one of formulating hypotheses, obtaining information that generally confirms his initial hunch, and then making explicit in general terms the information which has been presented in bits and pieces throughout the interview (Appendix A; Co. 2:31-44, 50-56; Co. 9:1-5; Co. 18:1-5).

Dreikurs subscribes fully to the leadership function of the counsellor which is demonstrated by his actions just described above and this function could also be shown by the high percentage of counsellor tallies for this interview (76.4 per cent). Dreikurs advocates that a positive relationship and active listening have to be linked with a forceful prescription of how the client should do things differently if behavioural change is to take place.

The emphasis by Dreikurs on communications classified as 4 subject matter (69 or 73.4 per cent of his comments) suggests that he is concerned about the treatment relationship and uses a high percentage of comments which refer to the treatment situation, the counsellor, or the agency. This approach may counteract the lack of sustaining comments which is considered so basic and essential in the counselling process.[31]

During this coded portion of the interview Dreikurs has just begun to explore what the problem seems to be as described by the father and this accounts for the high percentage (68.3 per cent) of tallies in dimension C. There is no way of differentiating cognitive or

affective content in this scale but it could be proposed that the high exploratory, descriptive content would suggest cognitive focus. In contrast, ventilating comments (which appear infrequently), if explicated, would pertain to the affective domain. This supports Dreikurs' contention that treatment should focus on cognitive processes rather than changes in emotions.

In summary, the Hollis typology is able to describe sufficiently Dreikurs' theoretical formulations which are demonstrated in practice by analysing his interactions with the client.

Interview by Fritz Perls - Hollis Typology

In the Perls' interview,[32] four (A, B, C, D) of the six major dimensions are used (Table 3). The total number of counsellor-client propositions is 68, with the counsellor accounting for 31 or 45.6 per cent of the total units coded and the client's propositions amounting to 37 or 54.4 per cent. The following discussion will consider the analyses and interpretations of the findings and describe Perls' theoretical formulations in the dimensions documented by the Hollis scale.

A: Sustainment. Only one or 3.2 per cent of the counsellor's propositions is coded in this category. This type of sustaining response is shown by Perls when he finally obtained from the client a realistic emphatic denial that she was a little girl although she may be behaving like one (Appendix A; Co. 14:1). There is no corresponding category in this scale to denote client sustainment.

B: Direct influence. This category has a prescriptive quality which may promote or discourage client behaviour due to the counsellor expressing openly his opinions or attitudes. There is only one or

TABLE 3. PERLS' INTERVIEW USING HOLLIS TYPOLOGY

Category	Amount* and Percentages of Category Communications		
	Total comments	Total client comments	Total counsellor comments
A	01.5 (1)	0	03.2 (1)
B	01.5 (1)	0	03.2 (1) 1
C	19.1 (13)	29.8 (11)	06.5 (2) 2
D	75.0 (51)	70.2 (26)	80.6 (25) 20 (Db = 12.9 (4); Dc = 45.2 (14); Dd = 03.2 (1); Dg = 19.4 (6))
E	0	0	0
F	0	0	0
Other	2.9 (2)	0	06.5 (2)
Total	100.0 (68)	100.0 (37) = 54.4**	100.0 (31) = 45.6**

*Noted in brackets. **Percentage of total comments. -4 content = 74.2%

3.2 per cent of the counsellor's propositions in this dimension. In this instance, the counsellor is explicitly trying to show to the client that he has a different opinion from the client, "Oh, I think the other way around..." (Appendix A; Co. 21:1).

C: Exploration - description - ventilation. Communications by the counsellor which seek out or ask for factual information and encourage the client to describe or ventilate concerns relating to the client's situation or herself in the present or past are coded in this dimension. There is a total of 13 or 19.1 per cent of all comments coded in this category. The counsellor's exploratory comments amount to only 2 or 6.5 per cent of his statements. In contrast, the client's descriptive comments amount to 11 or 29.8 per cent of her statements.

D: Person-situation reflection. The largest percentage of all propositions is coded in this category which is concerned with encouraging the client to deliberate thoughtfully in order to acquire new awareness and understanding of her own nature or her situation or the interactions between these two elements in the present or adult past. Perls' reflective comments account for 25 or 80.6 per cent of his propositions and the client's reflections amount to 26 or 70.2 per cent. The total counsellor-client propositions in this dimension totalled 51 or 75.0 per cent for this portion of the interview.

The reflective categories D, E, F can be broken down into subcategories which refer to the kind of change anticipated in the client's understanding if either the counsellor's or client's communications are successful. Only four, b, c, d, g, of the seven subcategories are used in this portion of the interview (Table 3).

Communications such as "What would it do for you to be dumb and stupid?" and "What would it do to me, if you would play dumb and stupid?"

(Appendix A; Co. 19) were coded as encouraging reflection on the effect or outcome of client behaviour (Db). Approximately 13.0 per cent of all counsellor propositions are coded in this subcategory.

Reflection on the nature of the client's behaviour (Dc) is indicated by comments such as "You say you're scared, but you're smiling. I don't understand why you're scared and smile at the same time." (Appendix A; Co. 2). Such communications are the most frequent in this interview accounting for 45.2 per cent of all counsellor responses.

Reflections on the interpersonal causes of client behaviour (Dd) accounted for 3.2 per cent of all counsellor responses. The one example in this portion of the interview is "Now what can I do to you?" (Appendix A; Co. 17).

Communications such as the repetitive statement "Are you a little girl?" (Appendix A; Co. 11, 12, 13) are coded as reflections of an evaluative nature about the client's behaviour (Dg). These reflections account for approximately 20.0 per cent of all counsellor responses.

Communications referring to the counsellor, the agency, or the treatment situation are classified as 4 subject matter and coded separately. The treatment relationship can be examined more closely if the 4 material is differentiated from other subject matter. Perls places heavy emphasis on this 4 material as illustrated in Table 3 which shows 23 or 74.2 per cent of all his comments coded in this area. The greatest number, of course, fall in the reflective dimension.

Discussion. Table 3 indicates that of the 68 propositions coded in this portion of the interview, approximately 90.0 per cent are found to be classified as encouraging client reflection of interpersonal and situational concerns (75.0 per cent) and facilitating exploration-description-ventilation (19.1 per cent). The other four basic categories,

sustainment (A), direct influence (B), reflection concerning personality dynamics or patterns (E), and reflection pertaining to early life (F), account for only 6.4 per cent of the counsellor's communication. There are no codings for the client in these categories.

These findings relating to counsellor communication in C and D are supported by other studies cited by Mullen, which also confirmed his results.[33] However, these studies involved a series of at least five interviews in addition to several other differences which prevent the drawing of comparable conclusions with any meaningful significance. Nevertheless, in broad terms, Perls' communication during the initial portion of the interview closely approximates the findings outlined by Mullen.

Perls' Theoretical Formulations - Hollis Typology[34]

The majority of Perls' comments (over 80.0 per cent) are devoted to encouraging the client to reflect on current person-situational configurations (D). Thus, he is providing opportunities so that the client can discover herself and mobilise her own potential for independence. The client responds by reflecting thoughtfully about her concerns or situation, as indicated by the high percentage of codings (70.2 per cent) in the D dimension. Perls' emphasis on getting his client to look at the nature and outcome of her behaviour is indicated by the buildup in the subcategories Db and Dc respectively which account for over 58.0 per cent of all his communications. This focus on the subcategories Db and Dc also encourages a discovery approach to self-learning as the client has to meditate thoughtfully if she wishes to acquire new awareness or understanding of her situation. Her willingness to do this is supported by the tallies in the reflective

dimension D; however, the substantial number of tallies (11 or 29.8 per cent) in the description-ventilation category suggests that the client cannot or does not want to move too quickly into reflective material but needs time to unburden her concerns first.[35]

The total number of counsellor-client tallies in dimension C (13 or 19.1 per cent) suggests that Perls is developing and supporting a secure therapeutic climate which enables the client to ventilate her feelings or concerns in a way that provides comfort so that she will be gradually more willing to take psychological risks and expose herself to new ways of thinking.

Perls heavy emphasis on 4 material, which refers to the treatment relationship (74.2 per cent of all his comments), and his focus, at the same time, on encouraging the client to reflect on the nature (Dc) and evaluation (Dg) of her own behaviour (Table 3) supports his assertion that by developing a secure therapeutic situation and by providing opportunities for self-discovery on the part of the client, change should occur.

Perls rapid movement into the reflective dimension D so early in the interview[36] and the high percentage (80.6 per cent of his comments) of D tallies suggest the possibility of how he uses confrontation techniques cloaked in a therapeutic cover to facilitate realistic appraisal and understanding by the client of her own behaviour and feelings.[37] An example of this strategy is illustrated when he takes immediate advantage of the opportunity provided by the client's discrepant verbal behaviour and facial expression to point it out and ask for clarification (Appendix A; Co. 2:1, 2). It is suggested that insights gained by observing and analysing interactions in an interpersonal context with appropriate feedback should have an impact on the learning process for the client.[38]

In summary, the results demonstrated that what Perls advocated in theory was also carried out in practice. This conclusion is made by analysing the findings obtained when the Hollis typology is used to look at the interactions between counsellor and client.

Interview by Virginia Satir - Hollis Typology

In this interview,[39] four (A, B, C and D) of the six major dimensions are used (Table 4). The total number of counsellor-clients propositions was 173, with Satir accounting for 98 or 56.6 per cent of all tallies and the clients accounting for 75 or 43.4 per cent. The findings in each of the dimensions will be discussed and Satir's theoretical formulations will be described in the terms specified by the typology.

A: Sustainment. Satir uses 11 or 11.2 per cent of all her communications to demonstrate to the clients her interest, understanding, appreciation or desire to help them. There is no corresponding category in this scale to denote client sustainment.

B: Direct influence. There is only one communication in this dimension which the counsellor uses to direct the clients' attention to a point she is trying to make in order to clarify an issue (Appendix A; Co. 9:4).

C: Exploration - description - ventilation. A total of 75 or 43.4 per cent of all counsellor-client interactions are coded in this category. Satir's exploratory comments account for 31 or 31.6 per cent of all her communications. In contrast, the clients' descriptive, exploratory responses account for 44 or 58.7 per cent of all their comments.

TABLE 4. SATIR'S INTERVIEW USING THE HOLLIS TYPOLOGY

Category	Amount* and Percentages of Category Communications		
	Total comments	Total client comments	Total counsellor comments
A	06.4 (11)	0	11.2 (11)
B	00.5 (1)	0	01.0 (1)
C	43.4 (75)	58.7 (44)	31.6 (31) 20
D	45.1 (78)	40.0 (30)	49.0 (48) 5 (a = 02.0 (2), c = 45.9(45))
E	0	0	0
F	0	0	0
Other	04.6 (8)	01.3 (1)	07.1 (7)
Total	100.0 (173)	100.0 (75) = 43.4**	99.9 (98) = 56.6**

*Noted in brackets. **Percentage of total comments. -4 content = 25.5%

D: Person-situation reflection. The largest number of reflective communications for this portion of the interview are made by Satir, who accounts for 48 or 49.0 per cent of all her comments being coded in this dimension. The clients respond in a reflective vein but not to the same extent (30 tallies or 40.0 per cent). In the total counsellor-client interaction, 78 or 45.1 per cent of all the tallies are found in this category.

Satir's major focus throughout her reflective communications is to help the clients understand or acquire a new awareness of the nature of their behaviour and this is demonstrated by the high percentage of tallies in subcategory Dc of the reflective dimension (45.9 per cent of all her communications). Only 2 or 2.0 per cent of her communications focus on encouraging the client to understand how others think or feel (Da).

Communications referring to the counsellor, the agency, or the treatment situation are classified as 4 subject matter and coded separately. This differentiation of 4 material from other subject matter enables the treatment relationship to be examined more closely. In this segment of the interview, one-quarter of all Satir's comments are coded in this area. Table 4 illustrates that 20 tallies are located in dimension C and 5 tallies in dimension D.

Discussion. During this initial phase of the interview there appears to be a fairly equal distribution of exploratory descriptive communications (C: 43.4 per cent) blended with reflective dialogue (D: 45.1 per cent). Satir's focus was on reflection (49.0 per cent) with approximately one-third of her communications on exploration. This was counterbalanced by the clients' emphasis on ventilation and description (approximately 59.0 per cent) and to a lesser degree on reflective considerations (40.0 per cent).

Three of the other four dimensions, direct influence (B) and the two reflective categories concerning personality patterns (E) and early life (F) are not used in sufficient quantities to be meaningful. The fourth one, sustainment (A) accounted for 11 counsellor tallies or 6.4 per cent of all interactions. The balance, approximately 5.0 per cent, was coded as unclassifiable.

The findings support, in general, the results obtained by Mullen and others which show that over 80.0 per cent of all communications in counselling consist of two basic types, namely exploration-description-ventilation (C) and person-situation reflection (D).[40]

Satir's Theoretical Formulations - Hollis Typology[41]

In the opening phase of the interview Satir concentrates on encouraging exploration of content pertaining to the clients' concerns about coming to the interview. These exploratory comments are interspersed with sustaining communications (A) which suggest a therapeutic strategy of developing a climate where the clients feel secure and become more willing to explore and reflect about concerns that are painful and difficult to disclose.

The use by Satir of 4 subject matter which focuses on the treatment relationship (25.5 per cent of all her comments) in conjunction with her sustaining comments supports her theoretical position for providing therapeutic conditions where the clients feel free and secure to express their inner thoughts and feelings. Satir's purpose is to help clients learn how to communicate clearly, directly, congruently, and specifically with other family members.

The high percentage of reflective comments (49.0 per cent) by the counsellor incorporates many reinforcement statements which tend to

encourage further reflection by the clients (Appendix A; Co. 6:1; 7:1; 9:1; 10:1). This reinforcement and clarification of the clients' comments underline Satir's theoretical stance of helping clients to be congruent and to speak directly and clearly. She advocates that the counsellor should be a model demonstrating the appropriate communication skills which a client can observe and learn to put into practice.

The uniqueness of each family member is demonstrated by Satir involving each one of them in a discussion concerning their expectations for the interview and how they change their minds about things. She uses the dyadic encounter rather than group process as she assumes that clear, specific, congruent messages can only be carried on between two people at any moment in time (Appendix A; Co. 1:26-31; 4:2-3; 7:1-2; 12:7; 17:1).

Satir advocates that a counsellor should be in charge of the interview but not as a boss. This function is supported by the lack of any buildup in the direct influence dimension (B) and the balance between her reflective, exploratory communications and the clients' exploratory, reflective responses. The assumption implied here is that if the counsellor is too directive the buildup in reflective responses would be significantly reduced and the buildup in dimension B would be increased, which does not occur in this interview. The counsellor-client interaction total (56.6 per cent and 43.4 per cent respectively) also supports this mutual give and take of communications, with the counsellor initiating the interaction.

The emphasis by Satir on reflective communications, which encourage the client to develop a new awareness or understanding of the nature of his or her behaviour (Dc) in terms of the interactional context or in terms of the realities of the environmental situation, is an indication

that she considers the role of map-maker to be important. But Satir makes explicit that the clients have to determine for themselves which choices and decisions they are to make to meet their objectives for personal change.

In summary, the Hollis scale is able to describe sufficiently Satir's theoretical formulations which are demonstrated in practice by analysing her interactions with the clients.

Description of Communication for the Four Interviews

The following discussion will describe some of the similarities and differences that are shown in the four interviews by the Hollis typology. The major categories (A-F) of the typology are given in Table 5 which shows the percentage distribution of client and counsellor communications for each interview. As can be determined from adding the totals in the table, the total percentage of the counsellors' verbal activity is slightly greater than the clients.[42] The high percentage of comments by Dreikurs (76.4 per cent) tilts the communication scale in favour of the counsellors although there is a countervailing force by the client in the Rogers' interview (67.2 per cent) which tends to equalise the distribution of comments between counsellors and clients.

Table 5 shows that the largest percentage of client comments fall in the dimension of description-ventilation (C) for Rogers', Dreikurs', and Satir's interviews. Whereas, Perls' client has the highest percentage of comments in the person-situation reflective communications (D: 38.2 per cent). This situation is reversed when looking at the counsellors' comments, which show three out of the four counsellors

TABLE 5. MAJOR CATEGORY COMMUNICATIONS SHOWN AS PERCENTAGES OF TOTAL COMMENTS

Category	Client comments				Counsellor comments			
	Rogers	Dreikurs	Perls	Satir	Rogers	Dreikurs	Perls	Satir
A*	0	0	0	0	07.7	0	01.5	06.4
B*	0	0	0	0	0	00.8	01.5	00.5
C	44.7	23.5	16.2	25.4	08.4	44.7	02.9	18.0
D	21.7	0	38.2	17.3	14.0	30.9	36.8	27.7
E	0	0	0	0	0	0	0	0
F	0	0	0	0	0	0	0	0
Total	66.4	23.5	54.4	42.7	30.1	76.4	42.7	52.6
Other	00.8	0	0	00.5	02.7	0	02.9	04.1

*Not relevant to client comments

focusing more on the reflective dimension (D), with Dreikurs concentrating more on exploration (C). It is interesting to note the variation of response by the client who was interviewed by both Rogers and Perls, in that order. Although both counsellors used reflective communications, Perls' major focus was in this area (36.8 per cent). In contrast, Rogers' percentage was only 14.0 per cent. The client responded to Perls with a greater emphasis in the reflective category (38.2 per cent) and with Rogers she tended to ventilate (C: 44.7 per cent). She accounted for approximately 67.0 per cent of the communications in the Rogers' interview and just over 54.0 per cent in the Perls' interview. This discrepancy in the client's response to two different counsellors suggests several possibilities including that she may be reacting to their different theoretical approaches or to their different personalities.[43] It is impossible to generalise or to interpret the meaning of this data except under empirical conditions but it would be worthwhile to investigate in future research what changes, if any, occur during the remaining portion of the interview.

The breakdown of total client or counsellor comments is illustrated in amounts and percentages by observing Table 6. Rogers' client emphasises description-ventilation (C) over reflection (D) by a ratio of 2:1; whereas, in the Perls' interview the converse is true. All the comments by Dreikurs' clients fall in description-ventilation (C) and these amount to approximately one-third of all his comments. Although Satir's clients emphasise the exploratory dimension (44) there is a sufficient buildup in reflection (30) to support her theoretical assertions.

In looking at the counsellors' communications it is interesting to observe that Rogers and Satir use 11 sustaining comments which

TABLE 6. MAJOR CATEGORY COMMUNICATIONS SHOWN AS AMOUNT* AND PERCENTAGES OF CLIENT OR COUNSELLOR COMMENTS

Category	Client comments				Counsellor comments			
	Rogers	Dreikurs	Perls	Satir	Rogers	Dreikurs	Perls	Satir
A*	0	0	0	0	23.4 (11)	0	03.2 (1)	11.2 (11)
B*	0	0	0	0	0	01.1 (1)	03.2 (1)	01.0 (1)
C	66.7 (64)	100.0 (29)	29.8 (11)	58.7 (44)	25.5 (12)	58.5 (55)	06.5 (2)	31.6 (31)
D	32.3 (31)	0	70.2 (26)	40.0 (30)	42.6 (20)	40.4 (38)	80.6 (25)	49.0 (48)
E	0	0	0	0	0	0	0	0
F	0	0	0	0	0	0	0	0
Total	99.0 (95)	100.0 (29)	100.0 (37)	98.7 (74)	91.5 (43)	100.0 (94)	93.5 (29)	92.8 (91)
Other	01.0 (1)	0	0	01.3 (1)	08.5 (4)	0	6.5 (2)	7.1 (7)
Reflective* subcategories					Da = 02.1 (1) Db = 10.6 (5) Dc = 14.9 (7) Dg = 14.9 (7)	Da = 38.3 (36) Db = 02.1 (2)	Db = 12.9 (4) Dc = 45.2 (14) Dd = 03.2 (1) Dg = 19.4 (6)	Da = 02.0 (2) Dc = 45.9 (45)

*Not relevant to client comments. *Noted in brackets.

reflect their theoretical approach. In contrast, and in conjunction with their strategy, Dreikurs and Perls do not focus on this area. As noted in Table 5, the majority of the counsellors' comments fall in the reflective dimension (D) although Dreikurs' emphasis is on exploration (C).

The following discussion is based on figures that represent the proportion of all counsellor plus client communications in each major dimension.

TABLE 7. COMPARISON OF TWO STUDIES SHOWING AVERAGE PERCENTAGES OF 'COUNSELLORS'-CLIENTS' COMMUNICATIONS*

Category	Hollis study		4 counsellors	
	Client	Counsellor	Client	Counsellor
A	0	02.0	0	04.5
B	0	00.6	0	00.6
C	78.3	08.4	29.1	19.7
D	05.7	04.8	17.2	25.8
E	0	0	0	0
F	00.1	00.1	0	0
Total	84.1	15.9	46.3	50.6

*'Other' category not shown.

Hollis states that first interviews are devoted primarily to description-ventilation (C) with the largest percentage of communications in this category coming from the client.[44] Table 7 shows the average

percentage of communications for the major categories in her study and the corresponding averages for the four counsellors in the present study. The high percentage of client communication in the Hollis study suggests the possibility of the caseworkers putting into practice their theoretical principles.[45] Whereas, the relatively equal distribution of counsellor-client communications in the present study supports the respective counsellor's theoretical approach. The total percentages of counsellor-client exploratory-descriptive (C) and reflective (D) communications amount to over 90.0 per cent for both studies.[46] The differences in percentages of the A, C, and D dimensions between the Hollis study and this present study again suggest a difference in theoretical positions which influence counsellor style.[47] Further investigation into this type of issue would be most useful.

Table 8 illustrates the proportions in each category of all counsellor communications for three studies.[48] The findings approximate each other sufficiently to suggest that the counsellors in the present study moved more rapidly into the treatment process,[49] as the figures in the other two studies were the average proportions of five and fourteen interviews respectively.[50] The findings suggest, at least for early interviews, that counsellors use over 80.0 per cent of their communications to encourage client reflection on interpersonal and situational matters and exploration-description-ventilation. Sustaining comments (A) have more frequency in the Hollis study[51] and the present study, whereas, direct influence (B) is higher in the Hollis and Mullen studies. The discrepancies in these two dimensions may result from the deficiency in the scale of classifying A and B communications only in their pure verbal form[52] when it is evident that some counsellors cloak these communications in explanations and reflections, or by nonverbal means.[53]

TABLE 8. COMPARISON OF THREE STUDIES*

Category	Hollis	Mullen	4 counsellors
A	12.1	02.7	08.5
B	02.6	05.2	01.1
C	55.5	36.8	37.0
D	29.3	45.9	48.5
E	0	00.5	0
F	00.5	01.4	0

*'Other' category not shown.

Meaningful conclusions cannot be drawn from the comparative studies just analysed due to the lack of experimental controls. However, it is possible to suggest that certain points in the present study were supported in a general way and other trends were observed which add to the existing knowledge base. Future investigation is required to confirm or refute the general conclusions presented at this time.

The small sample of reflective communications concerning personality patterns or dynamics (E) and early life (F) has been considered by other investigators.[54] Hollis and Mullen suggest that self-understanding may occur through reflection on interpersonal and situational concerns. In the present study it is suggested that the counsellors, due in part to their theoretical positions and the unique type of interview situation, recognise the value of exploring and reflecting on the present person-situation configuration with limited objectives in mind. Further investigation of a series of interviews by the respective counsellors would reveal whether this lack of emphasis on personality dynamics and

early life is unique to this initial interviewing segment[55] or that these two dimensions E and F are incorporated into the reflective dimension D.[56]

The reflective subcategories Da (understanding of others) and Dc (awareness of the client's own behaviour) account for the majority of the counsellors' communications (Table 6). Due to the small number it is difficult to draw any conclusions from these findings except to note that they correspond to Hollis' findings.[57]

The results from the data analysis suggest interesting questions that should be examined in depth in future studies.

Conclusions

The theoretical framework adopted for this chapter began with a description of categories of communication that are organised for classifying the various dimensions of the basic treatment procedures in casework.[58] Hollis made the assumption that casework treatment consists of a combination of relatively few procedures and techniques, each of which are present in varying degrees throughout an interview.[59] It is generally accepted that the blend of procedures used by a counsellor in an interview is determined by such variables as diagnosis, treatment objectives, phase of treatment, counsellor's personality and so on.[60]

The next step was to code the counsellors' and clients' comments, by listening to the tapes and reading the typescripts, according to the means dimension of the Hollis typology. A profile of communication for each of the four interviews was developed by analysing the codings. The communication patterns for both counsellor and client(s) in the four interviews were looked at and discussed in relation to the results obtained from other studies. The comparison revealed significant

similarity of results for certain dimensions if combined together (exploration-description-ventilation and reflection of person-situation configuration). It was also shown that this typology can be used in joint interviews, based on the assumption that the treatment process incorporates all the procedures carried out in individual interviews.[61] However, certain dynamics unique to group process will not be captured.[62] The segment analysed in the Satir and Dreikurs' interviews would be classified as a dyadic encounter where the counsellor is carrying out individual counselling within a group setting rather than intervening into the use of group process.[63]

Generally the four counsellors in this study were much more verbally active than noted in other studies.[64] Differences in counsellor activity between this study and other investigations could be accounted for by the counsellors stating their theories, which indicated their leadership function thus influencing their participation prior to the commencement of the interview. Whether this activity is unique to their first interview requires further investigation.

Valid comparisons and meaningful generalisations can not be made with any degree of certainty due to the small sample, short interview segment, and demonstration type of interview. Interesting questions can be raised, however, which could shape future theoretical and experimental studies and this will be considered in the concluding chapter.

Hollis has indicated the major attributes and deficiencies of the typology.[65] It may be useful to underline certain points she has made while incorporating at the same time observations derived from the present study. The typology was developed using process recording but it has proved effective in studies where coding was done while

listening to tapes.[66] The present study used both typescript and tape. Hollis states that additional treatment procedures were not developed after analysing tape recordings of interviews.[67] This suggests two possibilities: (1) that the counsellors studied reflect the theoretical predilection of the typology designer, and (2) that the typology is valid and reliable to pick out what it is designed to do but no more.

It has been shown that casework recordings of separate interviews had omissions which significantly limited the effectiveness of the counsellor's intervention.[68] Further ethnographic or naturalistic observations of what goes on in interviews by analysing and comparing audio and video tapes of the sessions might describe significant dynamics that have not been noticed in the previous studies cited due to the theoretical constraints placed on the scale.[69]

The typology focuses on verbal behaviour and individual interviews. It appears that the scale would require modifications or a complete overhaul if nonverbal behaviour and group interviews were to be included.[70] This would necessitate audio-visual recording. In this present study it was noticed that discrepancies in coding between the raters often resulted initially due to the author's visual recollection of an incident and awareness of the theoretical positions of the counsellors. Inter-rater agreement was usually reached following re-analysis of the audio tape and further coding. However, it was significant that the external rater's codings corresponded closely to the author's following the initial coding, although the former was unaware who the four counsellors were until the coding had been completed.

It was evident to the author that knowledge of a counsellor's theoretical position and visual observation of counsellor-client interactions suggest the need for further refinements of the scale if it is

to differentiate, for example, between sustainment and reflective communications, and sustainment and unclassifiable comments. These differentiations would then provide more coding data for analyses and interpretations.

The studies cited above do not look at the outcome of treatment but only describe what treatment procedures are shown by the typology. It is important that future studies also look at the correlation between treatment procedures and outcome if any progress is to be made in improving the counselling process.[71] Valid outcome measures will have to be developed and further analyses of interviewing variables will have to be investigated.

The amount of time spent coding, analysing, and interpreting the data for a segment of each of the four interviews is sufficiently great that the author recommends for large samples the automation of any relevant procedures to speed up the process.[72]

In conclusion, the present study has shown that the Hollis typology is effective in analysing counselling as well as casework interviews.

Chapter Notes

[1]Hollis (1967a), op.cit, pp.335-341; Hollis (1964), op.cit, pp.3-130; and Hollis, A Casework Treatment Typology Workbook (New York, 1968c), mim.

[2]Hollis (1964), op.cit, pp.3-130.

[3]Ibid, p.265.

[4]S.M. Ehrenkranz, A Study of Joint Interviewing in the Treatment of Marital Problems: Part I, Social Casework, 48, 1967, pp.498-501; E.J. Mullen, Differences in Worker Style in Casework, Social Casework, 50, 1969b, pp.347-353; W.J. Reid and A.W. Shyne, Brief and Extended Casework (New York, 1969); and A.W. Shyne, An Experimental Study of Casework Methods, Social Casework, 46, 1965, pp.535-541.

[5]For further discussion of this term see E.A. Tiryakian, Typologies, in International Encyclopedia of the Social Sciences, 16, (New York, 1968), pp.177-186.

[6]Hollis (1967a), op.cit, p.337.

[7]Mullen (1969b), op.cit, p.348f.

[8]Hollis (1967a), op.cit, p.337.

[9]See the articles by Ehrenkranz and Mullen.

[10]Mullen (1968), op.cit, p.548.

[11]All examples are extracts from the interviews which are located in Appendix A.

[12]Personal communication spoken on an audio cassette by Florence Hollis to the author on April 7, 1972.

[13]This category is discussed in the research findings by F. Hollis, A Profile of Early Interviews in Marital Counseling, Social Casework, 49, 1968a, p.38; and Mullen (1968), op.cit, p.550.

[14]These findings are consistent with the results of other studies as noted in Table 8. The data from these studies is taken from a series of interviews thus the inclusion of a small percentage of F comments, which do not occur in the initial interview.

[15]Hollis (1968c), op.cit, p.98.

[16]Personal communication spoken on audio cassette by Florence Hollis to the author on March 8, 1972.

[17]Hollis (1968c), op.cit, pp.92-116.

[18]F. Hollis, Continuance and Discontinuance in Marital Counseling and Some Observations on Joint Interviews, Social Casework, 49, 1968b, p.172. Ehrenkranz in her research developed an additional classification scheme to improve the analysis of joint interviews. See Ehrenkranz (1967a), op.cit, p.498f.

[19]F. Hollis, The Coding and Application of a Typology of Casework Treatment, Social Casework, 48, 1967b, p.492f.

[20]Mullen (1968), op.cit, pp.546-551; and F.J. Turner, A Comparison of Procedures in the Treatment of Clients with Two Different Value Orientations, Social Casework, 45, 1964, pp.273-277. It is assumed in this study that the terms caseworker and counsellor are interchangeable and what the latter do in interviews can be documented as well by this typology.

[21]The typescripts of the four interviews are found in Appendix A.

[22]Coding rules governing this category are found in Hollis (1968c), op.cit, p.94f.

[23]See Mullen (1968), op.cit, p.550f.

[24]See Rogers' theoretical formulations in Chapter IV. These formulations are used as the bases for this analysis.

[25]The research carried out by Truax and Carkhuff support this conclusion. See Truax and Carkhuff (1967), op.cit.

[26]See Appendix A.

[27]For a more detailed discussion regarding the importance of questions in communication see T.W. Parsons and C.M. Smith, Guided Self-Analysis System for Professional Development, Education Series: Questioning Strategies (Berkeley, 1968); and M.M. Sanders, Classroom Questions: What Kinds? (New York, 1966).

[28]Mullen (1968), op.cit, p.550.

[29]See the chapter on theoretical formulations in this study for a discussion of Dreikurs' theory.

[30]Dreikurs advocates that counselling is always a learning procedure and more than an emotional experience. See Dreikurs (1961b), op.cit, pp.80-94.

[31]For a more detailed discussion of this point see Hollis (1964), op.cit, pp.83-89.

[32]See Appendix A.

[33]Mullen (1968), op.cit, p.550.

[34]See the chapter on theoretical formulations in this study for a discussion of Perls' theory.

[35]Hollis (1968a), op.cit, p.39.

[36]Ibid, p.37, p.39.

[37]The use of confrontation strategies is examined by Hansen, Stevic, and Warner, op.cit, pp.252-254.

[38]See A.S. Watson, The Conjoint Psychotherapy of Marriage Partners, American Journal of Orthopsychiatry, 33, 1963, p.919. Watson suggests that the learning process is significantly increased if marital transactions are used for discussion in an interview rather than external concerns.

[39]See Appendix A.

[40]Mullen (1968), op.cit, p.550.

[41]See the chapter on theoretical formulations in this study for a discussion of Satir's theory.

[42]Hollis (1968a), op.cit, p.36. The research by Hollis shows greater verbal activity by the client throughout a series of five interviews. The data for coding was obtained by process recording. The results may differ if audio recording is used.

[43]This is explored in greater detail by numerous investigators including Hansen, Stevic, and Warner (1972), passim; and Strupp and Bergin (1969), pp.36-38, pp.46-56.

[44]For a detailed description of this point see Hollis (1968a), op.cit, p.36f.

[45]Ibid, p.36.

[46]See Mullen (1968), op.cit, p.550.

[47]This is explored in greater detail by Mullen (1969b), op.cit, pp.347-353.

[48]The three studies used for comparison are the present one; the one by Hollis (1968a), op.cit, p.39; and the one by Mullen (1968), op.cit, p.551.

[49]Hollis (1968a), op.cit, p.38.

[50]See Mullen (1968), op.cit, p.551 for further information regarding these two studies.

[51]Hollis (1968a), op.cit, p.38.

[52]Hollis (1968b), op.cit, p.173.

[53]Empirical investigation is required to examine the nonverbal elements of communication in these four interviews.

[54]See Hollis (1968a), op.cit, pp.39-41; and Mullen (1968), op.cit, p.550.

[55]For further discussion of this point see Hollis (1968a), op.cit, p.39.

[56]Ibid, p.40.

[57]Ibid, p.41.

[58]Mullen (1969b), op.cit, p.348f.

[59]Hollis (1967a), op.cit, pp.336-337.

[60]This is discussed in detail by Mullen (1969b), op.cit, pp.347-353; and Strupp and Bergin (1969), op.cit, pp.28-38.

[61]Hollis (1968b), op.cit, p.172. These were all classified as individual interviews as only one marital partner was seen.

[62]See Ehrenkranz (1967a), op.cit, p.498f.

[63]The interviews by Rogers and Perls would be classified in the same way.

[64]See Hollis (1968a), op.cit, p.36.

[65]Hollis (1968b), op.cit, p.173.

[66]Mullen (1968), op.cit, p.548; and Turner (1964), op.cit, pp.273-277.

[67]Hollis (1967a), op.cit, p.337.

[68]Froehlich (1958), op.cit, pp.81-96.

[69]This has been discussed in Chapter I. See also G.R. Pascal and W.O. Jenkins, Systematic Observation of Gross Human Behavior (London, 1961). Pascal and Jenkins advocate observing human behaviour as it is, not stipulating what it should be prior to examination.

[70]This has been examined by Ehrenkranz (1967a), op.cit, pp.498-501.

[71]Numerous investigators are studying this complex problem. For a comprehensive critique see Strupp and Bergin (1969), passim; and Pepinsky and Pepinsky (1954), op.cit, p.28. They advocate that by observing and describing interactions in counselling predictions will be facilitated regarding possible outcomes of counselling behaviour. Empirical studies can then be set up to examine the questions raised.

[72]Hollis in a personal letter written to the author on April 9, 1971 stated that coding alone takes approximately an hour per page of the interview but this varies according to the individual coder. In the present study the time spent was much longer due to the necessity of becoming familiar with a new scale and comprehending all the dynamics involved.

CHAPTER VI

THE COUNSELLOR VERBAL RESPONSE SCALE

The Counsellor Verbal Response Scale[1] is based on the theoretical propositions of Truax and Carkhuff who described the dimensions of effective facilitative functioning of counsellors to be empathic understanding, positive regard, genuineness, and concreteness or specificity of expression.[2] Research evidence suggests that counsellors providing these facilitative conditions enable effective communication in interpersonal processes and helping relationships to occur.[3] Two other dimensions are included in this scale: affective-cognitive classification and effective-noneffective classification.[4] Visual elements are considered in this scale and no doubt affect the rater's decision regarding categorisation, especially if videotaped interviews are used. However, audiotapes and, or typescripts can also be used for rating and have proved to be reliable and valid.[5]

The five dimensions of the scale, which require a judge to rate aspects of a counsellor's verbal behavioural response to each statement of the client, will be defined and examples of each dimension, which are taken from the four interviews, will be given.

Affective-cognitive dimension. If a counsellor responds to any affective aspect of a client's communication it is marked accordingly. Similarly, any cognitive component of the client's communication receiving attention by the counsellor is so rated in the appropriate column.

An affective response generally refers to strivings, feelings, or emotions. The counsellor tries to keep the focus on the affective aspect of the client's communication. Examples:[6]

(a) Co: "I hear the tremor in your voice..." (Appendix A; Rogers' typescript; Co : 3).
Refers directly to an overt affective feeling which the client manifests.

(b) Co: "You say you're scared, but you're smiling. I don't understand why you're scared and smile at the same time?" (Perls' typescript; Co : 2).
Encourages the client to express further affect but also to look at the discrepancy between verbal and nonverbal communication.

(c) Co: "mmhmm. A kind of feeling it feels fitting in here, but I can't quite put it into words." (Satir's typescript; Co : 4).
Approves the client's expression of affect by reinforcing the client's comment.

(d) Co: "Oh, I think the other way around. If you play dumb and stupid, you force me to be more explicit." (Perls' typescript; Co : 21).
Presents the client with a model of behaviour which is a response to the affect communication.

A cognitive response seeks information of a factual nature or knowledge gained by personal experience and refers to conceptual, perceptual or motor processes. Thus, the counsellor concentrates on the cognitive elements of the client's communications. Examples:

(a) Co: "In other words, what you're saying is, that Bruce is not now as good a student as he was before?" (Dreikurs' typescript; Co : 7).
Refers directly to the cognitive communication of the client.

(b) Co: "So, you feel she'll suspect that, or she will know that something is not quite right?" (Rogers' typescript; Co : 10).
Seeks further information of a factual nature using the personal experience of the client. The verb "to feel" in this example is an illustration of the cognitive focus and really means "so you think". Counsellors have a tendency to interchange these verbs and the rating response can be skewed if one does not differentiate accordingly.

(c) Co: "Have any of the rest of you found yourselves facing the idea of going from one point of view to another? How about that for you, Connie?" (Satir's typescript; Co : 7).
Encourages the client to respond in the cognitive domain.

Understanding-nonunderstanding dimension. This category denotes the counsellor's understanding or seeking to understand response to the client's communication. The counsellor demonstrates his awareness of and sensitivity to the feelings and concerns of the client and encourages a more realistic and insightful response by the client.

An understanding response indicates that the counsellor communicates appropriately and relevantly to the concern expressed verbally or nonverbally by the client. This understanding response may refer to either affective or cognitive material. Examples:

(a) Co: "Mm hmm, I see. /// It really cuts a little deeper, if she really knew you, would she, could she, accept you?" (Rogers' typescript; Co : 13).
Refers explicitly to the client's communication and conveys an expression of understanding.

(b) Co: "Are you a little girl?" (Perls' typescript; Co : 11).
Facilitates further exploration on the part of the client to come to grips with an important basic issue which needs to be clearly understood by both the client and the counsellor.

(c) Co: "You know, you put your finger, I think, on something very basic and that is, you saw yourself go from one point of view to another point of view." (Satir's typescript; Co : 5).
Reinforcing and approving client's communication which conveys understanding.

A nonunderstanding response indicates that the counsellor misunderstands the client's communication or does not try to seek appropriate and relevant information from the client. Examples:

(a) Cl: "Yes, I feel that I should be on guard about that because I remember when I was a little girl when I first found out my mother and father made love. It was dirty and terrible and I didn't, I didn't like her anymore for a while and I don't want to lie to Pammy either and I don't know..."

Co: "I sure wish I could give you the answer as to what you should tell her" (Rogers' typescript; Co : 8).

Conveys misunderstanding of the client's basic concern.

(b) Cl: "I don't know, but this is so funny as you're saying this. It reminds me of when I was a little girl. Everytime I was afraid, I'd feel better sitting in a corner..."

Co: "O'k..." Cl: "Panicky!" (Perls' typescript; Co : 10).

Indicates how the counsellor interrupts or squashes the client's communication. May also refer to changing the focus of communication to another matter that the counsellor wishes to explore.

(c) Cl: "Oh, I didn't put them in thoughts. I knew back in a corner of my mind that I couldn't express them to my husband. It was just something that I understood without really having thoughts, if you know what I mean?"

Co: "Mm hmm. A kind of feeling it feels fitting in here but I can't quite put it into words. Well, what about you, Stanley, when you were thinking about uh, coming here?" (Satir's typescript; Co : 4:2-5).

Response 4:2-3 conveys an expression of understanding but response 4:4-5 seeks information from another that is irrelevant to this present exchange and may create negative feelings in the first client. However, this type of reaction would be considered in light of the total context, the client's interpretation of how the counsellor structures the interview, and how each client perceives the actions of the counsellor.[7]

Specific-nonspecific dimension. This dimension demonstrates whether the counsellor has a clear understanding of the client's concerns and is able to respond directly and congruently to the client's expressions of distress. A nonunderstanding response is also nonspecific because the communication would be misunderstood and would deal with irrelevant and/or peripheral concerns rather than central issues.

A specific response indicates that the counsellor focuses on the basic concerns expressed by the client verbally or nonverbally. Examples:

(a) Co: "In other words, what you are saying is, that Bruce is not now as good a student as he was before?" (Dreikurs' typescript; Co : 7).

Deals explicitly and clearly with the client's concern.

(b) Cl: "Well, I thought that if I could help Connie in any way, that that was, uhmmm. There was no question if I could help her, I would come."

Co: "So that in your insides was a wish that whatever you could do to make Connie's life a happier one, that you wanted to do that?" (Satir's typescript; Co : 2).

Rewards the client for specific communication.

(c) Co: "Are you a little girl?" (Perls' typescript; Co : 11).

Encourages the client to distinguish between feelings in the present situation and in the past.

A nonspecific response demonstrates that the counsellor is seeking to obtain further information from the client who is still presenting vague and perhaps irrelevant material but the counsellor has difficulty in helping the client focus on basic issues. Or, the counsellor is not able to deal directly with the central concerns and/or help the client distinguish the various stimuli that is affecting behaviour.

Examples:

(a) Co: "And Pamela was below average?" (Dreikurs' typescript; Co : 13).

Demonstrates a general question, not necessarily of significance at this point for the client and requires minimal involvement.

(b) Co: "How old are you?"

Cl: "Thirty"

Co: "Then you're not a little girl?" (Perls' typescript; Co : 15).

This type of exchange may deter the client from opening up and discussing basic concerns.

(c) Cl: "They were according to the information which we received and which we believed; both of them were too immature to maintain their grading, so we kept them back for one year."

Co: "Isn't that wonderful! When the teacher does not know how to teach them, she calls them immature. That is a simple solution. Keep them back! Elaine is not in school yet?" (Dreikurs' typescript; Co : 20).

Misunderstands the client's expression of concern but asks for further clarification.

Exploratory-nonexploratory dimension. This category signifies that the counsellor's response either, encourages further client exploration of feeling and concerns or cognitive material, or inhibits the client's exploratory response.

An exploratory response facilitates a searching, probing reaction on the part of the client and it also encourages client involvement and freedom to discuss spontaneously matters of concern. Examples:

(a) Co: "...now tell us what kind of difficulties do you have?" (Dreikurs' typescript; Co : 6).

An open-ended comment to encourage the clients to explore their concerns freely and it provides latitude for a variety of topics in either the cognitive or affective domains.

(b) Co: "Could you give uh, any, uhmm ideas, clearer idea about what would make something appealing to you?" (Satir's typescript; Co : 10).

Helping the client look at various alternatives and not just focusing on one specific response.

(c) Co: "Yah, I get the disappointment that here a lot of these things that you thought you worked through... I guess I do catch the real deep puzzlement that you feel as to what the hell shall I do and can I do." (Rogers' typescript; Co : 21).

Counsellor rewards the client for being so open by empathising and restating the client's concerns.

A nonexploratory response inhibits and controls the client's communication and may convey misunderstanding of what the client is trying to express. Example:

Co: "In other words, what you are saying is, that Bruce is not as good a student as he was before?" (Dreikurs' typescript; Co : 7).

Counsellor discourages wide latitude of response and limits exploration.

Effective-noneffective dimension. This dimension refers to the global rating of the appropriateness of the counsellor's response in effecting client movement. It is judged independently of the other four descriptive categories and is rated on a four point continuum from a response that is most appropriate in a given situation and beneficial to the specified goals of client growth to a rating of 1 which demonstrates a lack of understanding of the client's concerns.

Unit of behaviour to be coded. The unit used in the CVRS contains the client's statement and the counsellor's response. Each response is marked in all five dimensions and this procedure is carried out for twenty responses. The number of responses to be coded in order to obtain a reliable sample for making judgements about a counsellor's behaviour has been discussed.[8] However, Kagan et al cite Hart who recommends that a four-minute interview segment proves to be as reliable as any other time unit.[9] Kagan et al have demonstrated similar results with the four-minute time unit, although they generally use the twenty-response unit which represents approximately ten to twenty minutes of an interview.[10] The developers of the CVRS suggest that the twenty responses should be drawn from the middle portion of an interview.[11] However, in this study the opening twenty transactions in each of the interviews will be analysed for the reasons presented in the chapter on procedures.

Scorable responses, which describe how a counsellor reacts to a client's communication, can be separated into three categories. First,

a counsellor may make two completely different responses to a client's communication and each one must be scored separately on each of the five dimensions. Secondly, a counsellor's response which encourages and reinforces the client's communication such as 'please, go on' or 'continue' would be scored. However, there are other words which may be part of the behavioural repertoire of the counsellor but do not break into the client's verbal flow pattern, such as 'mm hmmm, O'k, I see'. These responses are not scored. Finally, any counsellor's response which includes words, phrases, or statements and generally follows a client statement are scored. Interruptions may be deliberate on the part of the counsellor and if so, each counsellor's response is individually coded.

Reliability. Studies have been carried out on the CVRS and the results obtained suggest that this scale could serve as a useful and valid measure of counsellor behaviour.[12] Replicated studies were also carried out as it was thought that the CVRS had to be tested under different conditions to show its generalisability. The findings obtained in these studies confirmed the Kagan et al investigation that the CVRS is a valid and reliable instrument.[13]

Interview by Carl Rogers - CVRS

The following discussion will consider the effects of coding the interactions of the counsellor and the client in this interview with the counsellor verbal response scale. Rogers' theoretical formulations will then be described in the terms specified by the scale.

I. Affective-cognitive dimension. In this interview,[14] 16 or 80.0 per cent of the counsellor's responses, as shown in Appendix C, focus on the feelings and concerns expressed in the client's communication.

The remainder, 4 or 20.0 per cent seek information of a factual nature and are coded in the cognitive category.

II. Understanding-nonunderstanding dimension. Understanding responses convey to the client that the counsellor is aware of and sensitive to the client's feelings and concerns or is trying to gain such understanding. In this interview 17 or 85.0 per cent of the counsellor's responses are shown in this category. There are 3 or 15.0 per cent of Rogers' responses in the nonunderstanding category which indicates a misunderstanding of the client's communication and/or moves the focus to another area which may not be appropriate at that specific time.

III. Specific-nonspecific dimension. The majority of the counsellor's responses in this category deals with the basic concerns expressed by the client as indicated in Appendix C which shows 17 or 85.0 per cent of the responses coded here. A smaller number, 3 or 15.0 per cent of the counsellor's responses concentrate on peripheral concerns and may discourage the client from bringing her concerns into sharper focus.

IV. Exploratory-nonexploratory dimension. The majority of the counsellor's responses encourages the client to focus on relevant aspects of her basic concern and to explore these concerns more fully and spontaneously. In this exploratory category there are coded 14 or 70.0 per cent of the counsellor's responses. Nonexploratory responses account for 6 or 30.0 per cent of Rogers' responses. This suggests that there are times when he either conveys no understanding of the client's basic concerns or he so restrains the client's communication that the exploratory process is inhibited.

V. Counsellor response evaluation. As indicated in Appendix C the majority of Rogers' responses are rated in the effective categories. A total of 17 or 85.0 per cent are given a rating of 4 and 3 which indicates that 60.0 per cent of the responses are most appropriate in the given situation and 25.0 per cent are appropriate but other responses are possible. Three or 15.0 per cent of the responses are given a rating of 2 which suggests a neutral response which neither inhibits nor promotes client progress.

Summary. Research has shown that the dimensions of effective facilitative function are empathic understanding, positive regard, genuineness, and concreteness.[15] These are the therapist-offered conditions which are considered necessary for effective communication in interpersonal processes and helping relationships. Kagan et al assume that there are certain responses made by the counsellor which generally are considered to be facilitative. These are: (1) affective rather than cognitive, (2) understanding rather than nonunderstanding, (3) specific rather than nonspecific, and (4) exploratory rather than nonexploratory.[16] The above discussion illustrates that Rogers' responses meet these facilitative conditions as indicated by observing the high percentage (over 70.0 per cent) of codings in the facilitative components of dimensions I-IV. The results suggest that Rogers should be able to elicit a high degree of client involvement and constructive client change in the interview situation. It is understood that in the first interview marked client change is probably not possible but there should be some indication of client movement and this can be observed.

Rogers' Theoretical Formulations[17] - CVRS

The significantly high percentage of affective (80.0 per cent) and understanding (85.0 per cent) responses by Rogers supports his proposition that a counsellor should sensitively try to understand the client's inner concerns. The affective responses attempt to focus on the concerns and feelings expressed verbally and nonverbally by the client. In addition, the understanding responses convey to the client that the counsellor comprehends or is seeking to comprehend the client's basic concerns.

This feeling of being understood by the counsellor and "prized" could also be supported by the high percentage (85.0 per cent) of specific counsellor responses. The counsellor's ability to help the client specify her concerns could be perceived by the client as a gesture of sensitivity and caring on the part of the counsellor to help her explore realistically her problems and then gradually assume more responsibility for making choices and decisions regarding herself and her behaviour. This strategy by the counsellor, of supporting and yet at the same time motivating the client to realistically face up to her situation and deal with it herself, transfers the locus of evaluation from the counsellor to the client and suggests overtly or covertly that she has potential for growth and self-actualisation.

Exploration of the client's concerns is supported in this interview by the sufficiently high percentage (70.0 per cent) of the counsellor's responses in this category. Rogers' focus is primarily on the affective concerns of the client and he is clearly trying to encourage further exploration of her concerns in order to facilitate her active involvement in the relationship. Rogers' argues that a client has to perceive or experience the facilitative characteristics of the counsellor

(acceptance, congruence, empathic understanding) before a relationship can develop which is experienced by the client as safe, secure and supportive.[18]

In summary, the results obtained by analysing this interview with the counsellor verbal response scale suggests the scale is a suitable measure for showing that Rogers carried out procedures in practice which he advocated in theory.

Interview by Rudolph Dreikurs - CVRS

The following discussion will consider the effects of coding the interactions of the counsellor and clients in this interview with the counsellor verbal response scale. Dreikurs' theoretical formulations will then be described in the terms specified by the scale.

I. Affective cognitive dimension. In this interview, 21 or 95.5 per cent of Dreikurs' responses, as shown in Appendix C, are coded in the cognitive dimension, which indicates the focus is on seeking factual information. Only 1 or 4.5 per cent of the counsellor's responses refer to emotional content.[19]

II. Understanding-nonunderstanding dimension. The counsellor's nonunderstanding responses, which amounted to 13 or 59.1 per cent, indicate that the counsellor is making no attempt to obtain appropriate information from the clients. There is a tendency to seek information which is not pertinent to what the client has just expressed. However, there is a buildup in the understanding responses, 9 or 40.9 per cent, which suggests that Dreikurs, at certain points in the interview, is trying to convey his understanding of the clients' communication and also is seeking information to improve his understanding of their situation.

III. Specific-nonspecific dimension. The majority of Dreikurs' responses, 15 or 68.2 per cent, falls in the nonspecific area, which indicates that he is not focusing on the basic concerns of the clients and is not helping them to specify their problems. Nonunderstanding responses are also nonspecific as they imply a misunderstanding of the clients' communication. A small number of the counsellor's responses, 7 or 31.8 per cent, are classified as specifically focusing on the basic concerns being expressed by the client.

IV. Exploratory-nonexploratory dimension. The significantly high number of nonexploratory responses, 17 or 77.3 per cent, by the counsellor indicates that he wants to control the discussion and discourages exploration and spontaneous expressions, at least at this stage in the interview. There are only 5 or 22.7 per cent of the responses coded in the exploratory category which suggests that there are times when the counsellor encourages client inquiry and discovery.

V. Counsellor response evaluation. Two or 9.1 per cent of Dreikurs' responses are rated as being appropriate in the given situation. There are 11 or 50.0 per cent of his responses classified as suitable but other alternatives might be better. A substantial number are rated as noneffective, 7 or 31.8 per cent, which indicates that the responses neither encourage nor inhibit client progress. Two or 9.1 per cent of the counsellor responses are rated as showing no real understanding of the clients' concerns and could have a negative effect on client growth (Appendix C).

Summary. The above analyses of his responses indicate that Dreikurs does not provide the therapist conditions which some researchers and theoreticians consider necessary for effective communication in interpersonal processes and helping relationships.[20] The reasons why this might be will be discussed in the next section.

Dreikurs' Theoretical Formulations - CVRS

Dreikurs states that in counselling sessions the focus should be directed towards the cognitive processes rather than the affective processes. This approach is supported in this interview by the very high percentage of cognitive responses, 95.5 per cent. He suggests that this act of clearly and correctly apprehending knowledge gained by personal experience on the part of the client and elicited by the counsellor in the interview encourages a change in client behaviour once the client sees things differently and perceives himself in a different way. This behavioural change is facilitated, Dreikurs contends, by direct confrontation and forceful prescription on the part of the counsellor who shows the client alternative ways of functioning. This approach is supported by the high buildup in nonexploratory responses, 77.3 per cent, which indicates that Dreikurs is trying to control the client's communication in order to obtain predetermined facts which support the hypotheses he has formulated and is trying to prove.

Dreikurs contends that the client will have confidence in the counsellor, which is a prerequisite for developing a relationship, if the latter can demonstrate that he understands the client and the environmental forces that are influencing the client's behaviour. The emphasis is on the intellectual process and Dreikurs demonstrates this emphasis in practice as illustrated by the high number of cognitive responses (21 or 95.5 per cent).

The higher percentage of nonunderstanding responses, 59.1 per cent, over understanding comments, 40.9 per cent, suggests that Dreikurs is seeking information of a factual nature to support his hypotheses stated

in the opening monologue rather than building on the client's information. An example of this would be the counsellor's response number 9 (Appendix A). This proposition could also be supported by the emphasis on nonspecific responses, 68.2 per cent, which suggests that Dreikurs is discouraging the clients from focusing specifically on their concerns. Instead, he gathers bits of information about the total family constellation which can then be used for proving or disproving his hypotheses. It is suggested that discussion of hypotheses takes place in the interview to further the clients' understanding of their situation and provide alternative suggestions for behavioural functioning.

In summary, it is apparent that Dreikurs' theoretical formulations are in direct contrast to the theoretical principles upon which the counsellor verbal response scale is based. However, this instrument is able to differentiate Dreikurs' theoretical formulations in practice and demonstrates explicitly what types of verbal responses he uses in this portion of the interview to support his own theoretical position.

Interview by Fritz Perls - CVRS

The following discussion will consider the effects of coding the interactions of the counsellor and client in this interview with the counsellor verbal response scale. Perls' theoretical formulations will then be described in the terms specified by the scale.

I. Affective cognitive dimension. In this interview, 16 or 76.2 per cent of the counsellor's responses, as shown in Appendix C, are coded in the category which refers to the emotions or feelings expressed by the client's communication. The remaining responses, 5 or 23.8 per cent, are coded as cognitive responses, which tend to seek information of a factual nature.

II. Understanding-nonunderstanding dimension. The counsellor's understanding responses, which amount to 14 or 66.7 per cent, indicate that he is trying to convey to the client his awareness of and sensitivity to her feelings and concerns which are being expressed verbally and nonverbally. The tallies shown in the nonunderstanding category (7 or 33.3 per cent) suggest that the counsellor is either failing to understand at certain times the client's basic communication or is making no effort to obtain appropriate information from the client.

III. Specific-nonspecific dimension. The majority of the counsellor's responses in this dimension deal with the basic concerns expressed by the client, as indicated in Appendix C, which shows 14 or 66.7 per cent tallied in this category. However, there are the same number of responses judged to be nonunderstanding as well as nonspecific (7 or 33.3 per cent). The rule governing this result is that a counsellor who misunderstands the client's communication cannot help the client specify his concerns.[21]

IV. Exploratory-nonexploratory dimension. The majority of the counsellor's responses encourages the client to express freely affective and cognitive concerns and to become actively involved in this exploration. Fourteen or 66.7 per cent of the counsellor's responses fall in this category. Nonexploratory responses suggest that the counsellor either structures and controls the client's exploratory responses or misunderstands the client's basic communication. There are 7 or 33.3 per cent of the counsellor's responses indicated for this category.

V. Counsellor response evaluation. As indicated in Appendix C, 11 or 52.4 per cent of the counsellor's responses were rated as 4 indicating an appropriate response in the given situation. A rating of 3 was given to 7 or 33.3 per cent of the counsellor's responses which

suggests that these responses were appropriate but not among the best. A rating of 2 indicates that the counsellor's response has a neutral effect on the client's progress. There were 3 or 14.3 per cent of the counsellor's responses rated at this level.

Summary. The above analyses of Perls' responses to the client's statements indicate that the facilitative conditions are met. This is shown by the types of counsellor responses which should be: (1) affective rather than cognitive, (2) understanding rather than non-understanding, (3) specific rather than nonspecific, and (4) exploratory rather than nonexploratory. These facilitative conditions encourage client involvement and change.[22] In the segment of the interview analysed, over two-thirds of Perls' responses are coded in the facilitative components in each of the four dimensions.

Perls' Theoretical Formulations - CVRS

Perls encourages the client to mobilise her own potential for independence and to learn how to express genuine, confident, authentic behaviour by using a high percentage of understanding, specific and exploratory responses. These responses focus on relevant and specific aspects of the client's affective and cognitive concerns and encourage further exploration by the client. The manner in which the counsellor conveys his responses promotes a feeling of freedom and flexibility in the client's comments as noted by analysing the typescript.

The high percentage (76.2 per cent) of affective responses by the counsellor suggests that he is trying to maintain the focus on her emotions, feelings, and fears in order to help her explore and reconcile her inner conflicts. Intervention 2 would be an example of the

counsellor's attempt to help the client perceive her behaviour in a realistic, objective way (Appendix A). Perls also uses affective responses to confront the client's verbal game of acting helpless as indicated in interventions 11, 12, and 13 (Appendix A). The last two responses (12 and 13) are also classified as nonexploratory to re-emphasise his confrontation approach to counteract the helpless, child-like behaviour.

The buildup in nonexploratory responses (33.3 per cent) by the counsellor suggests that he is trying to structure and limit some of the client's responses so that she has to face up to her behaviour and feelings. At the same time he provides adequate opportunity for client exploration and involvement to facilitate independent thinking and self-discovery. This is illustrated by the high percentage of specific and exploratory responses.

In this portion of the interview, Perls demonstrates an adequate level of facilitative functioning which has been shown to encourage client involvement and ultimately client growth or change. As this type of therapeutic situation evolves Perls suggests that the client is more willing to take psychological risks and expose herself to new ways of thinking. She gradually uses her own inner resources and eventually learns to become more independent.

In summary, the results obtained by analysing a segment of Perls' interview with the counsellor verbal response scale supports significantly Perls' contention that what he advocates in theory is put into practice, at least in this interview.

Interview by Virginia Satir - CVRS

The following discussion will consider the effects of coding the interactions of the counsellor and client in this interview with the counsellor verbal response scale. Satir's theoretical formulations will then be described in the terms specified by the scale.

I. Affective-cognitive dimension. In this interview, 16 or 80.0 per cent of the counsellor's responses, as indicated in Appendix C, refer to seeking information of a factual nature and are coded in the cognitive column. Only 4 or 20.0 per cent of the counsellor's responses pertain to emotions and these responses are coded in the affective column.

II. Understanding-nonunderstanding dimension. Understanding responses accounted for 12 or 60.0 per cent of the counsellor's communication. This indicates that either the counsellor is seeking sufficient information from the clients to enhance understanding their concerns or she is making appropriate reference to what they are saying verbally or nonverbally.

The buildup in nonunderstanding responses, 8 or 40.0 per cent, suggests there are times when Satir misunderstands the clients' statements or is unable to elicit appropriate information from the clients.

III. Specific-nonspecific dimension. There was an equal distribution of 10 or 50.0 per cent of the counsellor's responses in these two areas. This indicates that there are times when the counsellor specifically focuses on the basic concerns being expressed by the client and at other times responds in a vague general manner. Nonspecific responses incorporate misunderstanding as well.

IV. Exploratory-nonexploratory dimension. Satir encourages client exploration and involvement as indicated by 11 or 55.0 per cent

of her responses coded in this category. However, there are 9 or 45.0 per cent coded as nonexploratory which suggests that the counsellor is controlling the client's replies. Over a period of time this approach could inhibit the exploratory process.

V. Counsellor response evaluation. In this interview, 14 or 70.0 per cent of Satir's responses are rated in the effective area. The breakdown of figures in this area shows that 4 or 20.0 per cent of her responses are given a rating of 4 which indicates that these responses are considered most suitable in that specific instance. Ten or 50.0 per cent were given a rating of 3 which denotes an appropriate response but other alternatives are possible.

In the noneffective area, 6 or 30.0 per cent of the counsellor's responses were coded with a rating of 2 which indicates a neutral effect on the client's progress.

Summary. The above analyses of Satir's responses to the clients' statements suggest that the facilitative conditions are met clearly in two of the four dimensions: understanding and exploration. The reasons why Satir emphasises cognitive responses will be discussed in the following section.

Satir's Theoretical Formulations - CVRS

Satir assumes that people can be taught to be congruent, to speak clearly and directly, and to communicate their thoughts, feelings and desires accurately. Consequently, her aim in family therapy is to correct differences in communication and to teach new ways of achieving satisfactory results for all involved as well as learning from mistakes. This stress on teaching clients could support the use of cognitive

responses which enables her to elicit from her clients facts or knowledge gained by personal experience and then this information can be used as a data-base for solving problems.

This teaching approach is also supported by the sufficiently high percentage (60.0 per cent) of understanding responses which indicates that Satir is trying to obtain enough information to gain an understanding of the client's concerns which in turn facilitates further client exploration and insight into the nature of his or her problems. The slightly greater emphasis on exploratory over nonexploratory responses indicates her attempts to encourage this type of client behaviour. However, there are a sufficient number of nonexploratory remarks which limit the client's responses and lends support to Satir's assertion that the counsellor is in charge of the interview and thus, controls and directs the flow of verbal interaction, at least in the opening phase of this interview.

In this portion of the interview and using this scale for coding, it appears that Satir does not provide a clear demonstration of a counsellor who is able to communicate distinctly, directly, congruently and specifically with clients. This conclusion is drawn from the low percentages of understanding, specific and exploratory responses. Further clarification regarding this point will be discussed in the next section.

In summary, it is evident that the counsellor verbal response scale is able to differentiate Satir's responses in such a way that it exposes certain discrepancies in her theoretical formulations and her applications of theoretical procedures in practice. Whether this conclusion is valid for the rest of the interview is questionable. Further investigation is required where this instrument would be used

on other segments of the interview to determine whether these responses of Satir's are peculiar only to the opening phases of this interview or of any interview.

Description of Communication for the Four Interviews

The following discussion will describe some of the similarities and differences that are shown in the four interviews. Table 9 illustrates the amount and percentages of each of the counsellor's responses as determined by the counsellor verbal response scale.

It is clearly shown that this scale is able to discriminate counsellors' responses which are considered to be facilitative and necessary for effective communication in interpersonal processes and helping relationships.[23] Rogers' interview, in particular, illustrates the high percentage of responses in the affective, understanding, specific, and exploratory columns. These results indicate that Rogers' theoretical position corresponds most closely with the theoretical base of the scale.

At the other end of the facilitative continuum is the interview by Dreikurs. His responses are in direct opposition to those advocated by Kagan and his associates for effective communication.[24] The majority of all Dreikurs' responses fall in the non-facilitative areas, as shown in Table 9. This suggests that Dreikurs is carrying out in practice what he asserts in theory, which is diametrically opposite to the theoretical principles supporting this scale. Consequently, it is possible to suggest that the scale has face validity in that it measures what it was designed to do and also differentiates theoretical positions of counselling if they are stated explicitly.[25]

TABLE 9 RESPONSES OF COUNSELLORS SHOWN AS AMOUNTS* AND PERCENTAGES

Dimension	Rogers	Dreikurs	Perls	Satir
Affect	80.0 (16)	04.5 (1)	76.2 (16)	20.0 (4)
Cognitive	20.0 (4)	95.5 (21)	23.8 (5)	80.0 (16)
Understanding	85.0 (17)	40.9 (9)	66.7 (14)	60.0 (12)
Nonunderstanding	15.0 (3)	59.1 (13)	33.3 (7)	40.0 (8)
Specific	85.0 (17)	31.8 (7)	66.7 (14)	50.0 (10)
Nonspecific	15.0 (3)	68.2 (15)	33.3 (7)	50.0 (10)
Exploratory	70.0 (14)	22.7 (5)	66.7 (14)	55.0 (11)
Nonexploratory	30.0 (6)	77.3 (17)	33.3 (7)	45.0 (9)
Effective	85.0 (17)	59.1 (13)	85.7 (18)	70.0 (14)
Noneffective	15.0 (3)	40.9 (9)	14.3 (3)	30.0 (6)
Total	(81) (19)	(37) (78)	(76) (29)	(51) (49)

*Shown in brackets.

The majority of codings, pertaining to Dreikurs' effective responses as noted in the counsellor's response evaluation (Appendix C), are classified as suitable (11) but other responses might be better. A substantial number (9) are coded as noneffective, which indicates they neither encourage nor inhibit the client's progress. Ratings may be influenced by the rater's theoretical orientation and this could skew the results if several raters with different theoretical positions are used. This type of gross rating should not be used alone for purposes of evaluation but in conjunction with other evaluative measures. Consequently, the results should be interpreted with caution.[26] Further analysis in depth and evaluation of sequences of verbal responses would be valuable.

It is also relevant then to understand the counsellor's theoretical position which may conflict with the rater's bias, thus, producing varying results in the effectiveness dimension for the respective counsellor. Another important consideration, often overlooked, is the client's evaluation of the counsellor's responses.[27] Here, too, the position of both the client and the counsellor may be completely opposite. The question is not the validity of the client's opinion, as much as recognising that the perception by the client of the counsellor's actions and behaviour may influence what type of client change, if any, is to occur.

The interview by Perls, as illustrated in Table 9, shows how he uses a majority of facilitative responses in each dimension but blends them with non-facilitative comments. This supports his theoretical assertion that confrontation is necessary at times to encourage the client to face up to her own behaviour and feelings. This is brought about by the use of non-exploratory responses which tend to limit the

client's comments and focus her attention on behavioural discrepancies which are apparent to the counsellor but as yet not perceived openly by the client.

A counsellor who offers facilitative responses characterised as affective, understanding, specific, and exploratory encourages a therapeutic situation where, Perls contends, the client is willing to take psychological risks and expose herself to new ways of thinking. The majority of Perls' responses are shown in these dimensions, thus, it is evident that he puts into practice what he advocates in theory.

Table 9 indicates the percentages in the facilitative dimensions are not as high for Perls as for Rogers but this would be expected due to the difference in theoretical philosophy. This variation is particularly noteworthy because these two counsellors are interviewing the same client.

Table 9 shows that the majority of Satir's responses, 80.0 per cent, are dealing primarily with the cognitive component of the clients' comments which suggests she is seeking factual information. Her emphasis on teaching may account for the high percentage of cognitive material which elicits from the clients information which can be used in understanding and clarifying the family situation. This type of analysis and learning takes place, Satir argues, in a one-to-one interaction within the group context where each member receives the same message but may interpret it differently. Consequently, Satir seeks validation of communications by moving from one client to another in the opening phases of the interview instead of exploring individual comments in depth. This strategy of seeking validation may distort the rating of the response in the understanding and specific dimensions. This comment requires elaboration about the application of the scale to

a group situation. Therefore, a digression will be made at this juncture to clarify some points which may reflect more favourably on Satir's theoretical demonstration.

Nowhere in the literature is it made explicit that the CVRS is to be used only in individual interviews although all the studies related to individual counselling. However, the point is made that all four interviews in this study can be classified as dyadic encounters because Dreikurs and Satir focus on individual phenomena and do not use the group process to facilitate change at least in the segment of the interviews analysed. Analysis of the interactions in the two interviews supports this assertion.[28] The assumption is made in this study that all four interviews are carried out by the counsellors focusing on individual behaviour not on group process and dynamics.

Dreikurs focuses on the father primarily in the portion of the interview coded so the following comments are not relevant. But Satir interacts with all four members of the family constellation each at different points in the segment of the interview that is coded. If the scale is used as specified the results will be as indicated in the Satir analysis. These codings, however, will change and increase in the understanding and specific dimensions if one considers the fact that changing the focus from one client to another does not necessarily prevent the counsellor from understanding that specific client communication, which is acknowledged by the counsellor, before interacting with another family member usually on the same topic (Appendix A; Co : 4; 7; 12; 17). The CVRS does not lend itself to this discrimination. Consequently, Satir has 12 and 10 tallies coded for understanding and specific responses respectively because of this deficiency instead of 16 and 14 tallies for the respective dimensions if the point made is taken

into account. These changes would have a positive impact on demonstrating Satir's theoretical formulations in practice, which is now somewhat in question due to the present way of coding. Further investigation is required to shed light on this question.

In the early phases of an initial interview and with four family members involved, Satir's fairly even distribution of exploratory-nonexploratory responses (as indicated in Table 9) suggests her concern to demonstrate the uniqueness of each individual by giving them each an opportunity to speak but in a limited way as she directs the flow of communication. As the interview progresses, more exploratory responses would be expected. The percentage of exploratory responses (55.0 per cent) for this segment of the interview appears to agree with Satir's formulations.

Dreikurs is the only counsellor of the four to demonstrate the inverse relationship between his theory and the theoretical principles of the CVRS. The other three theoretical positions support satisfactorily, but in varying degrees, the theoretical bias of the scale.

Conclusions

The theme of this chapter was that reported relationships between variables of counsellor behaviour such as affective, understanding, specific, and exploratory responses can be shown to discriminate different theoretical positions of counsellors, who are interviewing, by analysing each verbal interaction between the client and the counsellor depicted by a client statement and counsellor response and then coding the latter response in each instance. The emphasis on the variables cited above for the development of effective counselling behaviour receives both justification and support from various investigators'

observations of the counselling process.[29]

This chapter began with a description of the CVRS and its various dimensions. It is suggested that although it has a theoretical bias, which is stated explicitly, it can describe and be sensitive to differences in the verbal behaviour of counsellors. This prediction is shown to be valid by observing the results following the application of the scale to the four interviews. The results are also important, as the scale not only differentiates counsellor behaviour with a similar theoretical bias to the scale's but also it is sensitive to the differences between two counsellors who interviewed the same client. Finally, it is shown to describe, in this instance, responses by a counsellor whose theoretical position is generally diametrically opposed to the theoretical foundations of the scale.

In summary, the scale yielded results which suggest validity even with a small sample, a short segment of an interview, and different counselling behaviour. The conclusions must be tentative; however, future research should provide the basis for more rigorous conclusions.

Chapter Notes

[1]Kagan et al, op.cit, pp.83-90; pp.421-435.

[2]Truax and Carkhuff (1967), op.cit.

[3]C.B. Truax and R.R. Carkhuff, Theory and Research in Counseling and Psychotherapy, Personnel and Guidance Journal (May, 1964b), pp.880-885.

[4]Kagan et al, op.cit, pp.421-435.

[5]Analysis of nonverbal communication requires visual observation but typescripts could include the relevant, appropriate cues.

[6]All the examples quoted will be found in the respective interviews in Appendix A. The arabic number refers to the intervention which is marked on the typescript.

[7]For the purpose of coding, Kagan et al consider each client-counsellor interaction separately from the preceding intervention. See Kagan et al, op.cit, p.422.

[8]See Chapter III. This is also examined by B.L. Kell and W.J. Mueller, Impact and Change: A Study of Counselling Relationships (New York, 1966).

[9]Kagan et al, op.cit, p.121 (citing Some Inter-Rater and Intra-Rater Reliability Properties of the Process Scale by J.T. Hart, Jr., University of Wisconsin, 1961).

[10]For further discussion of this point see Hollis (1967b), op.cit, p.491; and Kagan et al, op.cit, pp.85-90.

[11]Ibid, p.432.

[12]Ibid, pp.85-90, pp.91-132.

[13]Kagan et al discuss these studies in their book. Other articles were sent to the author by Kagan describing different studies which also validate Kagan's assertion but these papers have not yet been published and could not be quoted.

[14]All four interviews will be found in Appendix A. The coding results are located in Appendix C.

[15]See Truax and Carkhuff (1964), op.cit, pp.880-885.

[16]Kagan et al, op.cit, p.84.

[17]The theoretical formulations for each counsellor are found in Chapter IV.

[18]C.R. Rogers, Client-Centered Therapy, in Theories of Counselling and Psychotherapy (New York, 1966), pp.403-439.

[19]In this interview 23 verbal units are coded due to the multiple codings within one response. The total interventions amount to 20.

[20]See Truax and Carkhuff (1967), op.cit.

[21]Kagan et al, op.cit, p.426.

[22]These conditions are examined and discussed by Truax and Carkhuff (1967), op.cit.

[23]Loc.cit.

[24]Kagan et al, op.cit, p.83f.

[25]Empirical investigation would be required to support this tentative conclusion.

[26]Various general questions are raised about rating results in the study by Kagan and his colleagues. For further information see Kagan et al, op.cit, pp.79-81.

[27]See J.E. Mayer and N. Timms, Clash in Perspective between Worker and Client, Social Casework, 50, 1969, pp.32-41.

[28]See also A.F. Klein, Exploring Family Group Counseling, Social Work, (January, 1963), pp.23-29. Klein examines the differences between individual and group counselling and asserts that Dreikurs carries out individual counselling before a group. Satir has explicitly stated that she functions in a dyadic (one-to-one) encounter rather than using the group process. See the discussion in Chapter IV regarding her theory.

[29]For a more detailed account see Truax and Carkhuff (1967), op.cit.

CHAPTER VII

SEQUENTIAL ANALYSIS OF VERBAL INTERACTION

Sequential analysis of verbal interaction was developed by Simon and Agazarian as a mechanism to describe the on-going interactional dynamics that occur when two or more people meet together in different settings for various purposes.[1] It can be used as a procedure for analysis and interpretation of verbal patterns of communication, for research purposes, and for teaching purposes. Six assumptions, stated by the designers, are fundamental to the SAVI system of communication.[2] The first one considers the process of communication as the transaction of information from one person to another. This two-way flow of communication is viewed in terms of problem-solving verbal behaviour which has potential for approaching or avoiding the transfer of data between people.[3]

It is then assumed that information consists of personal and topic elements. The topic information in a message is the substance for solving problems or effecting a task goal. The personal information in a message is the substance for developing interpersonal relationships between the people interacting. These relationships establish an environment for transferring data and encouraging spontaneous interaction. The rational, cognitive, topic material is considered to be the information generally found in verbal behaviour. However, the personal element of how a message is transmitted is often as important as what is said. These two elements of information, the topic and interpersonal relationship components, are interdependent and interrelated. A clear, specific, non-ambiguous message occurs when the topic and personal content do not conflict with one another.

The second assumption stated above relates to the third one which suggests that the SAVI system has potential for describing patterns of verbal and nonverbal interaction. Verbal behaviour can be classified, according to this system, as either approaching or avoiding the topic and/or personal information in the verbal communication. The personal element in the communication affects the emotional climate in which transfer of information occurs and this needs to be recognised when analysing communications.

The extent to which the personal component of a message affects communication behaviour varies according to the reaction of people to the influence of the emotional climate and is classified as the fourth assumption. Communication has two functions. The first is to construct the essential relationships of interaction and then to support the rules for the management of these relationships.

The fifth assumption presumes that what is said and how it is said is influenced by the cultural context in which the information is transferred. Each one is interdependent on the others and for clear communication to occur consensus regarding the general cultural meaning of various classes of behaviour must be made specific for each particular group.

Finally, it is assumed that in every verbal communication the interdependence of topic and personal elements emerge and their influence builds up over the period of interaction. Thus, the sequential component of the system comes into effect and illustrates over time patterns of behaviour which describe potential, avoidance, or approach categories of communication.

The SAVI System Categories[4]

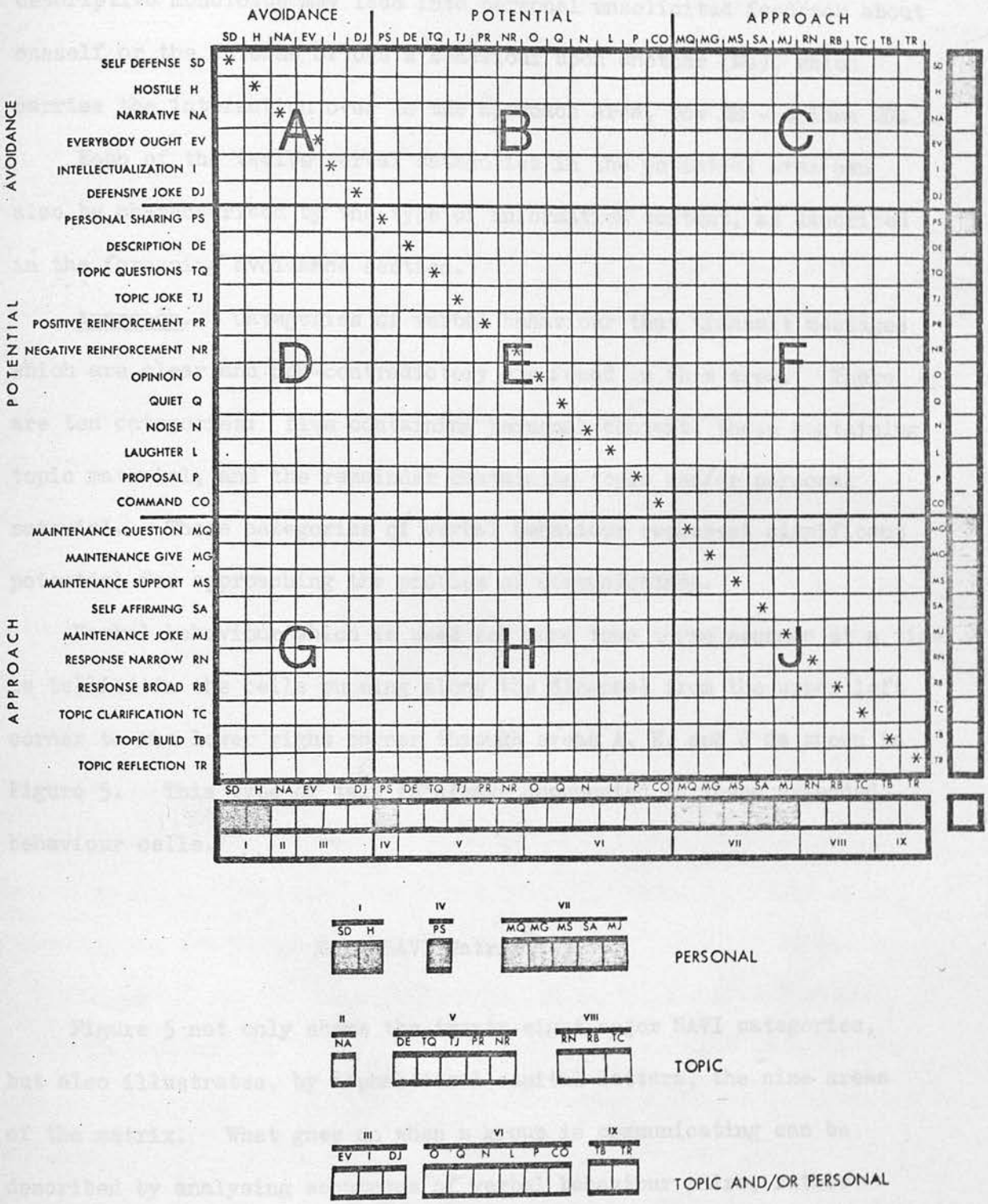
There are twenty-eight major categories in this system, shown in Figure 5, which describe communication (the transfer of information) under these headings:

Avoidance. Each of the six columns under this heading refers to a specific category of communication, within which is contained particular content classified as topic, personal, or topic-personal information. An example of a classification in the avoidance area would be a narrative (NA) communication which refers to anecdotal or personal information or experience that has taken place outside the group situation. This narrative information is also classified as topic content as indicated in Figure 5 by looking at the bottom of the NA column which is located in number 2 referring to topic material. Each of the remaining categories can be classified by the same procedure but the results, i.e. whether topic, personal, or topic-personal, will differ due to the difference in labelling the respective communications.

Verbal classes of behaviour that are considered to have potential for avoiding the problem of communication and transmit messages which are ambiguous or contradictory are classified in the avoidance area.

Potential. There are twelve categories in this area which represents verbal behaviour as having potential for approaching or avoiding the problem of communication; but this is usually determined by the sequence of communications, rather than by the isolated verbal act. For example, a descriptive (DE) comment which follows a narrative (NA) communication would be located in row NA - column DE. This indicates a movement away from avoidance to the potential avoidance and/or approach areas. If communications carry on in the DE category then the interactions are tallied in row DE - column DE which indicates an

Figure 5. The SAVI System Categories and Matrix



*Extended behaviour cells.

extended amount of this particular type of verbal behaviour. This descriptive monologue may lead into personal unsolicited feedback about oneself or the outcome of one's behaviour upon another (MG), which carries the interaction over to the approach area, row DE - column MG.

Each of the twelve verbal categories in the potential area can also be characterised by the type of information content, as described in the foregoing avoidance section.

Approach. Categories of verbal behaviour that transmit messages which are clear and non-contradictory are found in this area. There are ten categories: five containing personal content, three containing topic material, and the remainder containing topic and/or personal material. These categories of verbal behaviour represent significant potential for approaching the problem of communication.

Verbal behaviour which is used for more than three seconds at a time is tallied in the cells running along the diagonal from the upper left corner to the lower right corner through areas A, E, and J as shown in Figure 5. This type of talk is always documented in these extended behaviour cells.

The SAVI Matrix[5]

Figure 5 not only shows the twenty-eight major SAVI categories, but also illustrates, by alphabetical capital letters, the nine areas of the matrix. What goes on when a group is communicating can be described by analysing sequences of verbal behaviour pairs, rather than individual interactions. The patterns of group interaction that develop are unique to each group and can be clearly differentiated by the matrix pattern.

Area A: Extended avoidance behaviour. Tallies in this area, shown in Figure 5, suggest that one or more group members have used defensive or avoidance verbal behaviour for prolonged periods of time. Area A distinguishes between defensive verbal behaviour opposing interpersonal communication and defensive verbal behaviour opposing topic communication which prevents working on the goal of the group.

Area E: Extended potential information area. New information coming into a group, which carries messages with potential for being used by the group members is coded in this area. The categories of verbal behaviour in this extended area are described in Figure 5.

The potential information available to the group will be increased by the use of these verbal categories. However, for work to occur on achieving group goals or developing an interpersonal climate there must be movement by some or all of the group members towards approach categories of verbal behaviour.

Area J: Extended approach categories. Tallies in this area, shown in Figure 5, indicate that a group is using verbal behaviour that facilitates work on its task and maintenance (group climate) problems.[6] Stages of group development can be analysed by looking at this area and observing the frequency and location of tallies.

The use of the TR (topic reflection) category, shown in Figure 5, by row TR - column TR, is used a great deal by counsellors as a feedback loop to help group members clarify and understand their own feelings and thoughts.[7]

New information, useful for problem-solving, coming into a group must be incorporated and used; otherwise, the flow of communication is disjointed and group members feel their messages are not being heard. A feedback cycle, consisting of topic reflection (TR) and topic build (TB),

counteracts this problem in communication by the following sequences of interaction: a statement is made, which is confirmed or questioned by the next speaker and then clarification or verification has to occur regarding the original message before additional information is brought into the group.[8]

Area B: Transition from avoidance to potential categories. Tallies located in this area, shown in Figure 5, suggest that defensive or avoidance behaviour is acknowledged, in an acceptable way, but it is not pursued and attention is turned to a different concern.

Area C: Transition from avoidance to approach categories. This area, shown in Figure 5, indicates how a group responds to defensive or avoidance behaviour.

Areas D and F: Group use of potential resources. These two areas, shown in Figure 5, are important in understanding the pattern of Group interaction. The intake of new information into a group may be defended against and thus, coded in Area D, or used and then coded in Area F.

Area G: Transition from approach to avoidance categories. Tallies in this area, shown in Figure 5, indicate that following communication in the approach areas, where the group has been working on solution of its task or maintenance problem, movement towards avoidance behaviour is also occurring. This pattern of interaction suggests that one group member may be using approach behaviour and another using avoidance behaviour. In a client-counsellor group, closer analysis of the interaction would illustrate how a counsellor or group handles this type of verbal behaviour.

Area H: Transition from approach to potential categories. This area, shown in Figure 5, indicates that a group is bringing new information into the discussion and moving away from the approach area. A

buildup of tallies in this area, but no corresponding increase in either areas F or J (potential approach or extended approach), suggests that the group is not yet using its resources to solve problems.

Nine Theoretical Classes of Verbal Behaviour[9]

Figure 6 illustrates how the twenty-eight verbal categories of the SAVI scale can be regrouped to show that each verbal act is not only labelled, which in turn determines whether it contains topic or personal information or a blending of the two; but each verbal behaviour is defined also as a problem-solving behaviour, which either avoids or approaches the problem of communication. This type of communication arrangement enables the pattern of interaction to be observed from a different perspective and provides a means of interpreting the counsellor's and client's messages by the two fundamental criteria of: (1) approach toward or avoidance of the problem of communication, and (2) the topic or personal component in the message.

The unit of interaction to be coded is carried out at three second intervals or whenever there is a change in the category of verbal behaviour.

Validity and Reliability

The SAVI scale has not as yet been tested on an empirical basis. It appears to have face validity as shown by its ability to describe the patterns of interaction by the four counsellors in this study. However, there is a need for a full scale empirical investigation to substantiate these findings. If the scale is to have any influence in improving one's ability to understand what goes on when two or more

Figure 6. Nine Theoretical Classes of Verbal Behaviour

	PERSONAL	TOPIC	TOPIC & PERSONAL
AVOIDANCE A D G	I. AVOIDANCE OF PERSONAL MAINTENANCE Self Defense SD Hostile H	II. AVOIDANCE OF TOPIC Narrative NA	III. AVOIDANCE OF TOPIC AND/OR PERSONAL MAINTENANCE Everybody Ought EV Intellectualization I Defensive Joke DJ
POTENTIAL APPROACH OR AVOIDANCE B E H	IV. POTENTIAL APPROACH AND AVOIDANCE OF PERSONAL MAINTENANCE Personal Sharing PS	V. POTENTIAL APPROACH AND/OR AVOIDANCE OF TOPIC Description DE Topic Questions TQ Topic Joke TJ Positive Reinforcement PR Negative Reinforcement NR	VI. POTENTIAL APPROACH AND/OR AVOIDANCE OF TOPIC AND/OR PERSONAL MAINTENANCE Opinion O Laughter L Quiet Q Proposal P Noise N Command CO
APPROACH C F J	VII. APPROACH TO INTERPERSONAL MAINTENANCE Maintenance Question MQ Maintenance Give MG Maintenance Support MS Self Affirming SA Maintenance Joke MJ	VIII. APPROACH TO INTERPERSONAL TOPIC Response Narrow RN Response Broad RB Topic Clarification TC	IX. APPROACH TO INTERPERSONAL MAINTENANCE Topic Build TB Topic Reflection TR

people communicate in a counselling session it is imperative that the scale is validated on an empirical basis.

Interview by Carl Rogers - SAVI Matrix[10]

In this interview seven (A, B, D, E, F, H, J) of the nine major areas in the SAVI matrix are used (Figure 7). The total number of counsellor-client tallies amounts to 171, with the counsellor accounting for 56 or 32.75 per cent and the client accounting for 115 or 67.25 per cent. The analyses from each of these areas will be discussed, the pattern of verbal interaction will be described, and Rogers' theoretical propositions will be reviewed in the terms specified by the SAVI scale.

Area A: Extended avoidance or defence area. There are no counsellor tallies in this area, but 4 tallies or 3.5 per cent of all client verbal behaviour are indicated in this avoidance area. The narrative category contains all four tallies which indicates that the client, in this instance, is relating past incidents which have little relevance to the goal of the interview. This type of avoidance interaction is often typical of a new group until interview guidelines are made explicit so that the client can learn to share information with the counsellor and come to grips with those issues that are of most concern in this particular situation. These narrative anecdotes generally tend to be politely ignored or reinforced. However, in this interview the client incorporates this type of verbal behaviour in the body of her remarks and moves from avoidance (A, D), to potential (B), to extended potential (E), and then to approach (F) information areas (Appendix D).[11] This behaviour indicates that she is not rigidly avoiding the issues.

Figure 7. Rogers' Matrix

	AVOIDANCE	POTENTIAL	APPROACH
AVOIDANCE	A: 4 or 2.3% Co: 0 Cl: 4: 3.5% (2.3)	B*: 4 or 2.3% Co : 0 Cl: 4: 3.5% (2.3)	Interview Totals Co: 56: 32.8% Cl: 115: 67.2%
POTENTIAL	D*: 4 or 2.3% Co: 0 Cl: 4: 3.5% (2.3)	E*: 115 or 67.3% Co: 34: 60.7%* (19.9) Cl: 81: 70.4%* (47.4)	F*: 15 or 8.8% Co: 8: 14.3% (4.7) Cl: 7: 6.1% (4.1)
APPROACH	0	H*: 15 or 8.8% Co: 4: 7.1% (2.3) Cl: 11: 9.6% (6.4)	J*: 14 or 8.2% Co: 10: 17.9% (5.8) Cl: 4: 3.5% (2.3)

*Amounts and percentages of all interactions. *Percentages of total counsellor's or client's tallies. ( ) Percentages of all interactions.

Figure 8. Pattern of Interaction Matrix

	SD	H	NA	EV	I	DJ	PS	DE	TQ	TJ	PR	NR	O	Q	N	L	P	CO	MQ	MG	MS	SA	MJ	RN	RB	TC	TB	TR
SD	A= 4		or 2. 3%				B= 4		or 2. 3%																			
H							1																					
NA			4				2						1															
EV																												
I																												
DJ																												
PS			1				33	1			3		•7	4			1		•2	1	•1							
DE							2	3									1			1								
TQ	D= 4		or 2. 3%								1																	
TJ							E=	11	5	or	67.	3%							F =		15	or	8.	8%				
PR							2				1		•4	5			1					1				1		
NR							1																					
O			2				2		1		2	1	•20	1		1				1							1	2
Q		1					7	1			1		•1	2							•2							1
N																												
L							2													F- 1								
P														2			1											
CO																												
MQ																				1	•1							
MG								1			1		•1	1						1								1
MS											2					1					•2							1
SA							1													J- 1								
MJ																												
RN							H	=	15	or	8.	8%							J	=	14	or	8.	2%				
RB																												
TC														1														
TB											1									1							J-	4
TR							1	1			3																1	5
	SD	H	NA	EV	I	DJ	PS	DE	TQ	TJ	PR	NR	O	Q	N	L	P	CO	MQ	MG	MS	SA	MJ	RN	RB	TC	TB	TR

•Refers to discussion in the text.

Figure 9. Nine Theoretical Classes of Verbal Behaviour with Matrix Areas

	PERSONAL	TOPIC	TOPIC-PERSONAL
AVOIDANCE	I. SD;H A D G Co: 0 0 0 Cl: 0 1: 0 0.9% (0.6)*	II. NA A D G Co: 0 0 0 Cl: 4: 3: 0 3.5% 2.6% (2.3) (1.8)	III. EV;I;DJ A D G Co: 0 0 0 Cl: 0 0 0
POTENTIAL	IV. PS B E H Co: 0 2: 0 3.6% (1.2) Cl: 3: 47: 2: 2.6% 40.9% 1.7% (1.8)(27.5) (1.2)	V. DE;TQ;TJ;PR;NR B E H Co: 0 8: 2: 14.3% 3.6% (4.7) (1.2) Cl: 0 7: 7: 6.1% 6.1% (4.1) (4.1)	VI. O;Q;N;L;P;CO B E H Co: 0 24: 2: 42.9% 3.6% (14.0)(1.2) Cl: 1: 27: 2: 0.9% 23.5% 1.7% (0.6) (15.8) (1.2)
APPROACH	VII. MQ;MG;MS;SA;MJ F J Co: 4: 3: 7.1% 5.4% (2.3) (1.8) Cl: 5: 3: 4.3% 2.6% (2.9) (1.8)	VIII. RN;RB;TC F J Co: 0 0 Cl: 1: 0 0.9% (0.6)	IX. TB;TR F J Co: 4: 7: 7.1% 12.5% (2.3) (4.1) Cl: 1: 1: 0.9% 0.9% (0.6) (0.6)

*Total percentages of all interactions in brackets

Figure 10. Nine Theoretical Classes of Verbal Behaviour

	PERSONAL	TOPIC	TOPIC-PERSONAL
A) D) G) AVOIDANCE	I. SD;H Total* = 1 or 0.6%* Co: 0 Cl: 1: 0.9%*	II. NA Total = 7 or 4.1% Co: 0 Cl: 7: 6.1%	III. EV;I;DJ Total = 0 Co: 0 Cl: 0
B) E) H). POTENTIAL	IV. PS Total = 54 or 31.7% Co: 2: 3.6% Cl: 52: 45.2%	V. DE;TQ;TJ;PR;NR Total = 24 or 14.1% Co: 10: 17.9% Cl: 14: 12.2%	VI. O;Q;N;L;P;CO Total = 56 or 32.8% Co: 26: 46.5% Cl: 30: 26.1%
C) F) J) APPROACH	VII. MQ;MG;MS;SA;MJ Total = 15 or 8.8% Co: 7: 12.5% Cl: 8: 6.9%	VIII. RN;RB;TC Total = 1 or 0.6% Co: 0 Cl: 1: 0.9%	IX. TB;TR Total = 13 or 7.6% Co: 11: 19.6% Cl: 2: 1.8%

*Total amounts percentages of all interactions. *Percentages of total counsellor or client statements.

These four verbal units involving the client are classified as topic information (Figure 8; Area A: NA) which is concerned with the cognitive component of the message.

Area D: Transition from potential to avoidance categories. There are no counsellor tallies in this avoidance area but 4 or 3.5 per cent of the client's verbal behaviour are coded in this area. If new information which is brought into the group by its members is defended against or avoided by one or more of its members, it will be shown here. Three or 2.6 per cent of the client's verbal units are tallied as cognitive messages (NA) and 1 or 0.9 per cent is classified as personal information (H) which is concerned with the component of the message called interpersonal relationship,[12] (Figure 9).

Summary. As shown in Figure 7, 7.0 per cent or 8 client tallies of verbal behaviour are documented in the avoidance areas, A and D. Avoidance verbal categories, if used, enhance defensiveness, inhibit the development of trust, and encourage dominant-dependent relationship interactions. This type of climate indicates the need for approach categories of verbal behaviour and a maintenance climate which facilitates open communication. It is important to look at the approach verbal categories for both client and counsellor and their interactions to determine how the counsellor copes with this avoidance pattern.

Area B: Transition from avoidance to potential categories. This category contains 4 or 3.5 per cent of the client's verbal behaviour and indicates that the avoidance behaviour demonstrated in Area A is being handled in an acceptable way by the client. She then follows through on three different occasions, with expressions of personal sharing of what she wants in relation to the topic or task (Appendix D; Cl. 6:11-16; 18:4-7; 20:6-7) and an evaluative opinion (Cl. 6:8) which leads

into the extended potential information categories (Area E), as new information is being brought into the group.

In this area, 3 or 2.6 per cent of the tallies are classified as personal components of the message and 1 or 0.8 per cent is considered to have an equal amount of topic and personal information (Figure 9).

Area E: Extended potential information area. Any new information which carries messages with potential for being used by those involved in the interaction is tallied in this area. In this interview 115 units of verbal behaviour or 67.3 per cent of the total verbal interaction are coded in Area E. The counsellor's verbal tallies amount to 34 or 60.7 per cent (19.9 per cent of total) of his 56 verbal units (Figure 7). Further analysis reveals 2 or 3.6 per cent of these verbal units can be classified as personal information messages which are used to develop interpersonal relationships between counsellor and client (Figure 9). Messages of topic information are used to facilitate problem-solving and/or to direct and organise communication patterns. There are 8 tallies or 14.3 per cent of all Rogers' verbal behaviour classified in this area. If the topic and personal information is equalised in the message then the topic-personal information category is indicated, which in this case amounts to 24 or 42.9 per cent of the counsellor's interventions (Figure 9).

The client's verbal output reveals 81 or 70.4 per cent (47.4 per cent of total) in this area (Figure 7). The amount of personal information was 47 or 40.9 per cent; topic information was 7 or 6.1 per cent and topic personal was 27 or 23.5 per cent (Figure 9).

A group with a large buildup in opinion (12.3 per cent of total; 17.4 per cent of E) and relatively little (1.8 per cent) in description (DE-DE), is not providing a data-base for evaluating opinion (Figure 8).

The group may, therefore, have difficulty using the information it is generating.[13] However, the large buildup in personal sharing (19.3 per cent of total; 28.7 per cent of E) reveals how a person feels about something and what he wants which provides an alternative data-base for evaluation and problem-solving.

Repeated use of the categories: opinion (O), description (DE), personal-sharing (PS) and proposal (P), (85.2 per cent of E) in this area increases the potential information available to the group. However, the ability to use this information is determined by the group's movement towards the approach areas C, F and J.

Area H: Transition from approach to potential categories. Tallies which fall into this area indicate a movement from approach to a buildup in potential new information. Fifteen or 8.8 per cent of all the interaction tallies are located here, with 4 or 7.1 per cent relating to the counsellor's verbal behaviour and 11 or 9.6 per cent pertaining to the client (Figure 7). There is an equal distribution of topic and topic-personal information (2 or 3.6 per cent) in the counsellor's messages; whereas, the client has an equal distribution of personal and topic-personal information (2 or 1.7 per cent) and 7 or 6.1 per cent topic information content (Figure 9).

Summary. As shown in Figure 7, 134 or 78.4 per cent of the total interactions between counsellor and client fall in the potential approach or avoidance areas B, E and H. The counsellor's verbal units consist of 34 or 60.7 per cent in Area E and 4 or 7.1 per cent in Area H. In comparison the client's tallies consist of 4 or 3.5 per cent in Area B, 81 or 70.4 per cent in Area E, and 11 or 9.6 per cent in Area H (Figure 7).

The counsellor places five times the emphasis in areas B, E, and H on bringing topic information into the group which is useful for enhancing

problem-solving, than on personal information which facilitates the development of interpersonal relationships (Figure 10). However, the high buildup of topic-personal messages (26 or 46.5 per cent) by the counsellor conveys sufficient affective and cognitive content to lessen the impact of the focus on the topic message, consequently encouraging a climate for transfer of information and maintenance development.

The client, on the other hand, emphasises the personal component four times as much as topic information (Figure 10). However, she too displays a high buildup of topic-personal messages (30 or 26.1 per cent) which indicates a potential climate for developing interpersonal relationships and individual risk-taking.

The total interaction between the counsellor and client reveals a little over two times the emphasis on personal information than on topic material but a large buildup (56 or 32.8 per cent) in topic-personal messages. One could suggest from this information that there is a potential climate for problem-solving and the development of interpersonal relationships. This potential becomes a reality only if the group is ready to use this information and this will be shown by a buildup in the approach areas F and J.

Area F: Transition from potential to approach categories. Fifteen or 8.8 per cent of all tallies fall in this area which is used for analysing the pattern of interaction and indicates how a group reacts to new information (Figure 7). The counsellor accounts for 8 or 14.3 per cent of these tallies and there is an equal amount (4 or 7.1 per cent) in both personal and topic-personal categories. The remaining 7 or 6.1 per cent are the client's tallies with an equal distribution (1 or 0.9 per cent) between topic and topic-personal information and 5 or 4.3 per cent in personal content (Figure 9).

Area J: Extended approach categories. Fourteen or 8.2 per cent of all verbal tallies fall in this area which is useful for analysing the stages of group development. These verbal categories facilitate the group's solution of problems related to maintenance and task. The distribution of tallies shows 10 or 17.9 per cent accounted for by the counsellor and 4 or 3.5 per cent by the client (Figure 7).

A buildup (5 or 37.7 per cent of J) in the extended maintenance area (rows MQ, MG, MS - columns MQ, MG, MS, Figure 8) indicates that a discussion of personal concerns is taking place. These personal concerns have to be expressed if they are to be dealt with and then decisions made which are based on the information that is provided. The tallies in this extended maintenance area indicate acceptance of ideas and individuals and demonstrate a maintenance climate.

The topic reflection category (Figure 8; row TR - column TR) is a powerful resource for increasing the effectiveness of communication and helps individuals clarify and understand their own thoughts and feelings. Area J-4 is classified as a feedback loop and provides the opportunity to obtain agreement on the meaning of messages. Five or 62.5 per cent of the counsellor's tallies in Area J fall in this feedback loop which indicates that he is keeping the communication channels open for problem-solving.

The information content for the counsellor shows 3 or 5.4 per cent consisting of personal material and 7 or 12.5 per cent consisting of topic-personal material. The client's information content reveals 3 or 2.6 per cent pertaining to personal material and 1 or 0.9 per cent to topic-personal material (Figure 9).

Summary. The approach areas of verbal behaviour, F and J, indicate that messages are transmitted which are relatively congruent, clear, and non-ambiguous. They also facilitate a climate which encourages openness,

trust and interdependent problem-solving. As shown in Figure 7, 29 or 17.0 per cent of all counsellor-client interaction tallies fall in F and J. Personal information accounts for 15 or 8.8 per cent, topic information for 1 or 0.6 per cent, and topic-personal for 13 or 7.6 per cent as indicated in Figure 10. This breakdown suggests that there is sufficient buildup in the approach verbal categories (17.0 per cent) to have some impact on the avoidance areas (approximately 5.0 per cent) counteracting the lack of trust and avoidance patterns. The heavy emphasis on personal content over topic information (15:1) supports a climate for information transfer and maintenance development. The topic-personal buildup (7.6 per cent) indicates that the raw material for facilitating problem-solving is also present.

In analysing the counsellor's tallies separately (Figure 10) the major emphasis is placed on developing interpersonal relationships which encourage risk-taking and transfer of information (personal information: 7 or 12.5 per cent; topic information: 0). The client, as well, focuses on the personal content (Figure 10; personal: 8 or 6.9 per cent; topic: 1 or 0.9 per cent).

There are 14 or 8.2 per cent of all the verbal tallies falling in the maintenance columns, MQ, MG, MS (Figure 8).[14] This supports a maintenance climate developing which encourages information being processed objectively without the client feeling subjected to the processing.

Pattern of Interaction[15]

There are two patterns of interaction that can be described for this interview:

(1) Maintenance: In this matrix (Figure 8) there is a high buildup in approach to maintenance (6 or 42.9 per cent) and potential-approach-

to-maintenance (Area F-1: 9 or 60.0 per cent). The sequence flow is toward maintenance (J-1). There is a high buildup in extended potential information Area E (115 or 67.3 per cent) which provides sufficient potential information for the group to use. This suggests that conditions exist for transferring personal information, and creating a maintenance climate which facilitates personal and interpersonal growth.

(2) Problem-solving: In a work matrix there is a significant buildup in approach areas F and J (29 or 17.0 per cent) and an overflow from potential Area E (115 or 67.3 per cent) to approach-to-topic and maintenance behaviour Area J-4 (6 or 3.5 per cent). This suggests that conditions are partially met for transferring topic and personal information. There is some indication that problem-solving is having an effect.

Rogers' Theoretical Formulations - SAVI Scale

Rogers states that the essence of therapy is the helping relationship which enhances personal growth. He says that this can be brought about if an atmosphere is developed:

(1) of mutual trust and confidence, which can be demonstrated by the maintenance pattern of interaction described for this portion of the interview. This type of pattern encourages the transfer of personal information and facilitates the process of personal and interpersonal growth. The high percentage of counsellor approach categories of verbal behaviour (Figure 7; Areas F and J; 18 or 32.2 per cent) and, in addition, the corresponding categories of the counsellor-client interactions (29 or 17.0 per cent) enhance the development of openness, trust and interdependent problem-solving.

(2) where the client feels the counsellor shows an empathic understanding, which is illustrated by looking at the counsellor's verbal categories of topic reflection (TR), maintenance support (MS), and positive reinforcement (PR) (Appendix D; counsellor's comments). The tallies in these emotionally supportive categories amount to 32 or 57.1 per cent of all the counsellor's interventions and 25.0 per cent of these tallies fall in the extended talk cells because they are used for more than three seconds at a time, thus emphasising the counsellor's concern for demonstrating to the client his sensitive understanding.[16] The TR category (topic reflection in Area J-4; Figure 8) is used by Rogers to help the client clarify and understand her personal thoughts and feelings and helps in promoting effective communication. The 7 or 12.5 per cent of the counsellor's tallies in the maintenance columns MQ, MG, MS (Figure 8; *mark), plus the corresponding counsellor-client tallies (14 or 8.2 per cent of total) in the same area, indicates exploration of personal feelings on the part of the client.

Rogers' active personal reaching out is also demonstrated by a sufficient buildup (32.2 per cent) in approach behaviour (Figure 7; Areas F and J) which underscores clear communication and encourages a climate for the development of openness, trust and problem-solving.

(3) where the client feels free to say what she wishes can be illustrated by the significant buildup (66.1 per cent) in opinion (O) and the personal information categories of personal sharing (PS) and maintenance give (MG) and supported by the fact that 56.6 per cent of these tallies are in the extended state cells. The approach categories documented in the client-counsellor interaction (Figure 7; F + J = 17.0 per cent) suggest a climate which encourages the development of openness, trust and problem-solving. This is further substantiated by the

maintenance pattern of interaction. The counsellor does not provide any evaluative comments in his opinion (O) categories which amount to 16 (Figure 8; 'mark) and encourages the client to become more responsible in decision-making and controlling behaviour. This is documented by the significant buildup in the client's personal information content (53.0 per cent; Figure 10) and in the client-counsellor combination (41.1 per cent; Figure 10). This suggests a climate conducive to transfer of information and risk-taking. The topic content, which facilitates problem-solving, is sufficiently high (18.8 per cent) in the counsellor-client interaction to support a slight trend towards the client assuming more self-responsibility.

(4) where the client assumes an active role in the relationship can be illustrated by Figure 7, which shows 67.2 per cent of all the verbal tallies are said by the client. Although 12 or 10.4 per cent of the client's tallies fall in the quiet (Q) category, this reflective pause appears to facilitate follow-up verbal behaviour where she explains what she wants or how she feels in relation to the task. The avoidance patterns, as discussed in the previous sections on areas A and D, appear to be counteracted by the client's approach categories and the approach combinations of the client-counsellor interactions (Figures 7 and 9).

In summary, it appears from analysing the interaction pattern and the approach percentages (Figure 7) that an appropriate climate is being developed which will foster change in the client's behaviour. The SAVI scale is able to describe sufficiently Rogers' theoretical formulations which have been demonstrated in practice by analysing his interactions with the client using this same scale.

Interview by Rudolph Dreikurs - SAVI Matrix

In this interview seven (A, B, E, F, G, H, J) of the nine major areas in the SAVI matrix are used (Figure 11) and 145 verbal units of behaviour are tallied. The counsellor's tallies account for 104 or 71.7 per cent of all the units coded and the clients account for 41 or 28.3 per cent of all interactions coded. The findings from each of these areas will be discussed, the pattern of verbal interaction will be described, and Dreikurs' theoretical formulations will be reviewed in the terms specified by the SAVI scale.

Area A: Extended avoidance or defence area. There was 1 counsellor's tally or 0.9 per cent of all his communications noted in the hostile personal category (Figure 12) when he negatively criticised the teacher's handling of the children's immaturity, thus implicitly condemning the parents' actions at the same time (Appendices A and D; Co; 20:1, 2, 3, 4). This type of verbal behaviour inhibits the development of a maintenance climate which fosters personal and interpersonal growth. The sequence of interactions following this behaviour determines what impact it has on the clients.

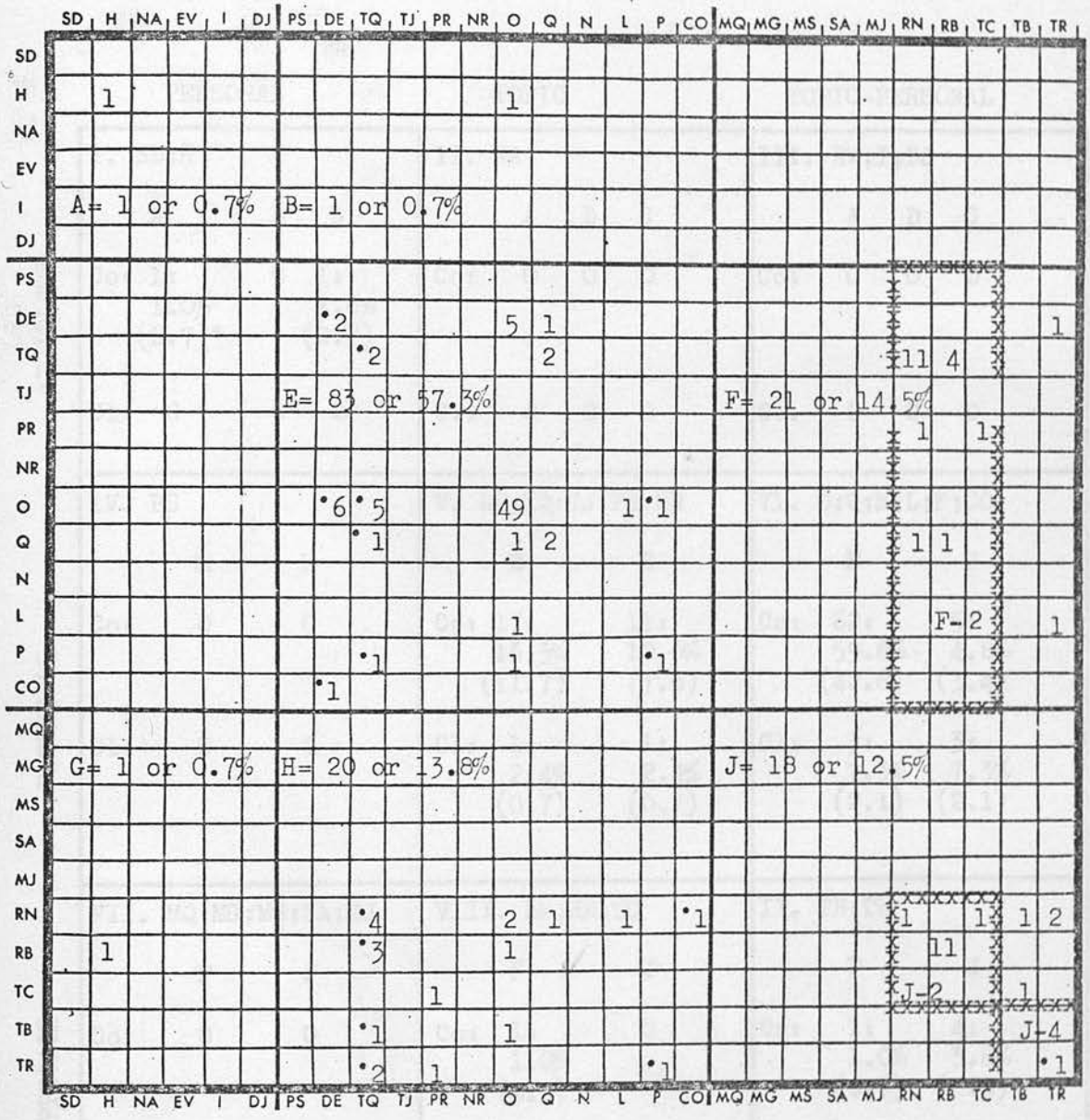
Area G: Transition from approach to avoidance categories. The counsellor initiates a topic question (TQ) which stimulates an approach to topic evaluation response (RB) on the part of the client which in turn provokes a sarcastic comment (H) by the counsellor (Appendix D; Co: 19-20). Only 1 tally is noted here but the significance of this counsellor behaviour has to be observed in the future interactions in order to determine its negative or positive consequences as a large buildup in these two avoidance areas inhibits trust. This buildup in the avoidance areas leads to the withholding of information and a pattern of interactions which encourage and support a dominant-submissive relationship.

Figure 11. Dreikurs' Matrix

	AVOIDANCE	POTENTIAL	APPROACH
AVOIDANCE	A*: 1 or 0.7% Co: 1: 1.0% (0.7) Cl: 0	B*: 1 or 0.7% Co: 1: 1.0% (0.7) Cl: 0	Interview Totals Co: 104: 71.7% Cl: 41: 28.3%
POTENTIAL	0	E*: 83 or 57.3% Co: 79: 76.0%* (54.5) Cl: 4: 9.8%* (2.8)	F*: 21 or 14.5% Co: 2: 1.9% (1.4) Cl: 19: 46.3% (13.1)
APPROACH	G*: 1 or 0.7% Co: 1: 1.0% (0.7) Cl: 0	H*: 20 or 13.8% Co: 16: 15.4% (11.0) Cl: 4: 9.8% (2.8)	J: 18 or 12.5% Co: 4: 3.8% (2.8) Cl: 14: 34.1% (9.7)

*Amounts and percentages of all interactions. *Percentages of total counsellor's or client's tallies. ( ) Percentages of all interactions.

Figure 12. Pattern of Interaction Matrix



*Refers to discussion in the text.

Figure 13. Nine Theoretical Classes of Verbal Behaviour with Matrix Areas

	PERSONAL	TOPIC	TOPIC-PERSONAL
AVOIDANCE	I. SD;H A D G Co: 1: 0 1: 1.0% 1.0% (0.7)* (0.7) Cl: 0 0 0	II. NA A D G Co: 0 0 0 Cl: 0 0 0	III. EV;I;DJ A D G Co: 0 0 0 Cl: 0 0 0
POTENTIAL	IV. PS E H Co: 0 0 Cl: 0 0	V. DE;TQ;TJ;PR;NR E H Co: 17: 11: 16.3% 10.6% (11.7) (7.6) Cl: 1: 1: 2.4% 2.4% (0.7) (0.7)	VI. O;Q;N;L;P;CO E H Co: 62: 5: 59.6% 4.8% (42.8) (3.4) Cl: 3: 3: 7.3% 7.3% (2.1) (2.1)
APPROACH	VII. MQ;MG;MS;SA;MJ F J Co: 0 0 Cl: 0 0	VIII. RN;RB;TC F J Co: 1: 0 1.0% (0.7) Cl: 18: 13: 43.9% 31.7 (12.4) (9.0)	IX. TB;TR F J Co: 1: 4: 1.0% 3.8% (0.7) (2.8) Cl: 1: 1: 2.4% 2.4% (0.7) (0.7)

*Total percentages of all interactions in brackets.

Figure 14. Nine Theoretical Classes of Verbal Behaviour

	PERSONAL	TOPIC	TOPIC-PERSONAL
A) D) G) AVOIDANCE	I. SD;H Total* = 2 or 1.4% Co: 2: 2.0%* Cl: 0	II. NA Total = 0 Co: 0 Cl: 0	III. EV;I;DJ Total = 0 Co: 0 Cl: 0
B) E) H) POTENTIAL	IV. PS Total = 0 Co: 0 Cl: 0	V. DE;TQ;TJ;PR;NR Total = 30 or 20.7% Co: 28: 26.9% Cl: 2: 4.8%	VI. O;Q;N;L;P;CO Total = 74 or 51.1% Co: 68: 65.4% Cl: 6: 14.6%
C) F) J) APPROACH	VII. MQ;MG;MS;SA;MJ Total = 0 Co: 0 Cl: 0	VIII. RN;RB;TC Total = 32 or 22.1% Co: 1: 1.0% Cl: 31 75.6%	IX. TB;TR Total = 7 or 4.9% Co: 5: 4.8% Cl: 2: 4.8%

*Total amounts and percentages of all interactions. *Percentages of total counsellor or client statements.

Summary. As shown in Figure 11, there are only 2 tallies or 1.4 per cent of all comments located in the avoidance areas, A and G and these are said by the counsellor. Avoidance verbal categories, if used, enhance defensiveness, inhibit the development of trust, and encourage dominant-dependent relationship interactions. At this stage the use of avoidance categories is minimal but it is important to look at the approach verbal categories for both counsellor and client and their interactions to determine how the avoidance pattern is handled in the group.

Area B: Transition from avoidance to potential categories. The one counsellor tally in the opinion (0) topic-personal category indicates a slight movement towards potential approach and/or avoidance of topic information by changing the subject to another matter (Appendix D; Co: 20:1, 2, 3, 4, 5).

Area E: Extended potential information area. Any new information discussed in the group and having potential for being used is coded in this area. In this interview 83 units of verbal behaviour or 57.3 per cent of all client-counsellor interactions are tallied here (Figure 11). Out of a total of 104 counsellor's verbal tallies, 79 or 76.0 per cent are shown in E with the major emphasis on topic information (17 or 16.3 per cent) and the remainder (62 or 59.6 per cent) on topic-personal information (Figure 13). This heavy buildup in Area E suggests Dreikurs' forceful intention to structure the communication system and to try and work on task goals. Over 50.0 per cent of his tallies fall in the extended behaviour cells which support this conclusion. An interesting observation is the large buildup in opinion (0-0, Figure 12) in Area E. All 49 opinion (0) tallies or 59.0 per cent of total E tallies are attributed to the counsellor with a very small number in

description (DE-DE; Figure 12). This suggests an inadequate data-base for evaluating opinions and may result in the group having difficulty using this information.[17] This conclusion would be verified or disputed by observing the buildup of tallies in the approach areas C, F, and J over a period of time.

The clients respond with a small input of potential information (Figure 11; 4 or 9.8 per cent). The emphasis here is on providing the raw material for problem-solving as there is no personal information content.

Area H: Transition from approach to potential categories. A buildup in this area, as documented in this interview by 20 tallies or 13.8 per cent of all interactions (Figure 12), suggests a movement from approach categories of verbal behaviour to a fresh input of potential information. Figure 13 illustrates that the counsellor's focus is on the topic content (11 or 10.6 per cent) and the topic-personal information (5 or 4.8 per cent). In contrast, the clients' input is much smaller with the emphasis on topic-personal information (3 or 7.3 per cent) and topic content (1 or 2.4 per cent).

If a buildup in this area is to be effective there must be a corresponding increase in areas F and J otherwise the resources for problem-solving and work are not being used.

Summary. In analysing the findings in the potential information areas, B, E, and H (Figure 11), 104 tallies or 71.8 per cent of all interactions are shown here. The counsellor's verbal activity in these areas accounts for 66.2 per cent of all interactions, with his focus on providing the raw material for working on a task goal and structuring the communication system. The small, new information input by the clients (8 or 5.6 per cent) suggests the dominant part being played by Dreikurs,

who advocates a leadership role and the need to formulate educated guesses which must then be proved or disproved in the ensuing interaction.

Area F: Transition from potential to approach categories. This area suggests that the clients are reacting to new information brought into the group by using it for problem-solving work (Figure 13; 18 topic tallies or 43.9 per cent). However, further analysis shows that 68.4 per cent of the clients' responses in this area are of a factual right or wrong nature (RN) (Figure 12) and may not contribute too much to problem-solving but be perceived as a question and answer period. The low counsellor input in this area (Figure 11; 2 or 1.9 per cent) provides insufficient data to draw any conclusions and must be analysed in combination with the extended approach area J. However, in the total matrix (Figure 11) the sufficient buildup in this area (21 or 14.5 per cent) and no buildup in Area D suggests the clients are receiving and conveying messages that are clear, non-ambiguous and non-contradictory, but they are given little opportunity to expand their answers.

Area J: Extended approach categories. There is sufficient buildup in this extended approach area (Figure 11; 18 or 12.5 per cent of all interactions) to suggest that the group is working on trying to improve its functioning but the focus is on work rather than on learning how to accept and use feelings and ideas. This is illustrated by the lack of any personal content messages for either counsellor or clients (Figure 14). Obtaining feedback about personal feelings from its members enables a group to work more efficiently but the lack of tallies in the extended maintenance cells (rows MQ-MS, columns MQ-MS) and in the maintenance columns (MQ, MG, MS) indicates a businesslike climate which

encourages responses from the clients that are acceptable rather than spontaneous and perhaps more relevant (Figure 12). There is a tendency to feel in this type of climate that if an individual's ideas are accepted, then he is accepted. The converse is also true.

The heavy emphasis on topic factual questions by the counsellor in the potential information areas E and H (Figure 12; column TQ; 19 or 17.3 per cent) facilitates a high buildup by the clients in narrow responses (Figure 12; column RN; 14 or 42.4 per cent for F and J). However, this type of questioning also encourages a significant buildup (16 or 78.6 per cent) in the clients' extended broad response category as shown in Area J (Figure 12; column RB) which indicates that the clients feel free to give opinions and value judgements as well.

In order to carry out effective problem-solving a series of topic reflection - topic build (TR-TB) interactions have to occur. As illustrated in Figure 12, J-4, there is only 1 counsellor reflection (TR) and no tallies in topic build (TB). This suggests that the group is still in the beginning stages of gathering information but not as yet generating this material for problem-solving.

Summary. The approach areas of verbal behaviour, F and J, transmit messages that are relatively congruent, clear, and non-ambiguous. They also encourage a counselling climate which facilitates opinions, trust, and interdependent problem-solving. As shown in Figure 14, 39 or 27.0 per cent of all counsellor-clients tallies fall in F and J. Personal information accounts for 0; topic information for 32 or 22.1 per cent; and topic-personal content for 7 or 4.9 per cent as illustrated in Figure 14. These figures would indicate that there is sufficient buildup in the approach categories (27.0 per cent) to counterbalance the effect of the avoidance content (1.4 per cent).

The heavy emphasis on topic information by the clients (75.6 per cent) suggests that their input of information is being controlled by the counsellor who structures the pattern of communication to achieve specific purposes in the interview.

There are no tallies in the maintenance columns, MQ, MG, MS, which suggests a businesslike atmosphere where the focus is on problem-solving rather than sharing information and establishing relationships.

Pattern of Interaction

The matrix for this group (Figure 12) illustrates a cross-purpose talk pattern.[18] There is a low buildup in approach to topic and maintenance (Area J-4, 1 or 0.7 per cent), a rather low buildup in approach to topic (Area F-2, 19 or 13.0 per cent; and J-2, 13 or 9.0 per cent) and a high buildup in potential topic and potential-topic-and maintenance (Area E, 83 or 57.3 per cent). The flow is from potential (Area E) to approach-to-topic (Areas F and J).

This matrix indicates that conditions are present in the group for transferring topic information but not for using personal information. It also suggests that the climate is conducive for the group members to productively work on outside tasks but not for using their creative abilities. The goal of the group can be designated "work" and this is substantiated by the lack of tallies in the maintenance areas.

Dreikurs' Theoretical Formulations - SAVI Scale

Dreikurs emphasises the need to establish a therapeutic relationship which he suggests is facilitated by helping the clients perceive the counsellor as one who understands them and the environmental forces that

are influencing their behaviour. The high percentage of topic-personal content in the counsellor's messages (Figure 14; 73 or 70.2 per cent of all his tallies), with over 50.0 per cent of these being extended behaviour responses, suggests that he is trying to place sufficient emphasis on developing a group climate which supports topic as well as personal content in messages. The personal component of a message influences the emotional climate, in which transfer of information occurs, and is used in the development of interpersonal relationships. The topic information in a message helps to facilitate achievement of a task goal. It is possible to suggest that Dreikurs' combination of topic-personal messages and the minimal use of personal content supports his thesis that he focuses on cognitive material but cloaks it in personal content to meet the interpersonal needs of the group members.

The lack of buildup in the extended maintenance cells (rows MQ, MG, MS - columns MQ, MG, MS) implies that the group is working effectively without the need for personal support. It is also possible to consider that this is an example of a typical classroom situation, in which individuals respond in an acceptable, expected, factual manner without any elaboration. The lack of buildup in tallies in these cells is not unusual for a new group in its early stages of development. It is questionable in a Dreikurs' interview whether a large number of tallies would be found in these cells because of his theoretical position. Further investigation regarding this question would be of interest.

The strong emphasis by Dreikurs to present opinions containing evaluations or hypotheses (61 or 58.7 per cent of all his verbal behaviour) shows his way of analysing the total situation, then formulating hypotheses about the total family configuration and finally, moving towards proving or disproving these hypotheses. The small

number of descriptive tallies DE (8 or 7.6 per cent, Figure 12; *mark) by Dreikurs underscores his aversion to "factophilia" and supports his hypothetical formulations.

The counsellor's forceful leadership role is demonstrated by the high percentage of counsellor talk, 71.7 per cent compared to the clients' verbal activity of 28.3 per cent. The sufficiently high buildup in the counsellor's topic information (27.8 per cent) also suggests intentional structuring of the communication system and methods of problem-solving.

Dreikurs' confrontation approach is also demonstrated by his use of verbal categories topic question (TQ), proposal (P), command (CO) which tend to direct the clients' verbal behaviour (Figure 12; *mark; 22.1 per cent). An interesting observation is the fact that the clients' reaction to this confronting, cognitive approach by Dreikurs is to stay within the potential approach areas with the major emphasis on extended approach behaviour (Figure 14).

In analysing the counsellor's matrix (Figure 11; Areas B, E and H) it is shown that the majority of new information tallies fall in his matrix (66.2 per cent). If this information is to be used by the clients for problem-solving, there should be a buildup in Areas F and J of the clients' matrix, which is demonstrated by Figure 11 (22.8 per cent). This outcome in conjunction with the heavy emphasis by the counsellor in the opinion (O) category suggests that Dreikurs is trying to provide messages which help the parents to understand their problems better.

The cognitive domain is emphasised in this portion of the interview by noting the high percentage of topic content, 42.8 per cent versus 1.4 per cent for personal content (Figure 14).

In summary, the SAVI scale is able to differentiate the theoretical formulations of Dreikurs which were demonstrated in this portion of the interview. The process of re-orientation was not dealt with and the present author suggests that the interview had not progressed far enough to illustrate this dynamic.[19]

Interview by Fritz Perls - SAVI Matrix

In the Perls' interview only four (E, F, H and J) of the nine major areas in the SAVI matrix are used (Figure 15). There are 87 verbal tallies scored for the total interaction between client and counsellor, with the counsellor accounting for 41 or 47.1 per cent and the client accounting for 46 or 52.9 per cent.

The following analyses and interpretations from each of the four areas will be discussed, the pattern of interaction will be described, and Perls' theoretical formulations will be reviewed in the terms specified by the SAVI scale.

Area E: Extended potential information area. Any new information which carries messages with potential for being used by those interacting is marked in this area. In this interview 26 units of verbal behaviour or 29.8 per cent of the total amount of verbal interaction are coded in Area E. These figures when broken down into counsellor and client interactions show 15 verbal units or 17.2 per cent and 11 verbal units or 12.6 per cent respectively of the total 87 verbal units of behaviour for this interview (Figure 15).

In the counsellor's interventions 4 or 9.8 per cent are classified as topic information messages which are used to facilitate problem-solving and/or to direct and organise communication patterns (Figure 16).

Figure 15. Perls' Matrix

	AVOIDANCE	POTENTIAL	APPROACH
AVOIDANCE	0	0	Interview Totals Co: 41: 47.1% Cl: 46: 52.9%
POTENTIAL	0	E*: 26 or 29.8% Co: 15: 36.6%* (17.2) Cl: 11: 23.9%* (12.6)	F*: 19 or 21.8% Co: 7: 17.1% (8.0) Cl: 12: 26.1% (13.8)
APPROACH	0	H*: 19 or 21.8% Co: 10: 24.4% (11.5) Cl: 9: 19.6% (10.3)	J*: 23 or 26.4% Co: 9: 22.0% (10.3) Cl: 14: 30.4% (16.1)

*Amounts and percentages of all interactions. *Percentages of total counsellor's or client's tallies. ( ) Percentages of all interactions.

Figure 16. Nine Theoretical Classes of Verbal Behaviour with Matrix Areas

	PERSONAL	TOPIC	TOPIC-PERSONAL
AVOIDANCE	I. SD;H 0	II. NA 0	III. EV;I;DJ 0
POTENTIAL	IV. PS E H Co: 0 0 Cl: 3: 0 6.5% (3.4)	V. DE;TQ;TJ;PR;NR E H Co: 4: 7: 9.8% 17.1% (4.6)* (8.0) Cl: 2: 3: 4.3% 6.5% (2.3) (3.4)	VI. O;Q;N;L;P;CO E H Co: 11: 3: 26.8% 7.3% (12.6) (3.4) Cl: 6: 6: 13.0% 13.0% (6.9) (6.9)
APPROACH	VII. MQ;MG;MS;SA;MJ F J Co: 3: 6: 7.3% 14.6% (3.4) (6.9) Cl: 9: 11: 19.6% 23.9% (10.3) (12.6)	VIII. RN;RB;TC F J Co: 3: 1: 7.3% 2.4% (3.4) (1.1) Cl: 3: 3: 6.5% 6.5% (3.4) (3.4)	IX. TB;TR F J Co: 1: 2: 2.4% 4.9% (1.1) (2.3) Cl: 0 0

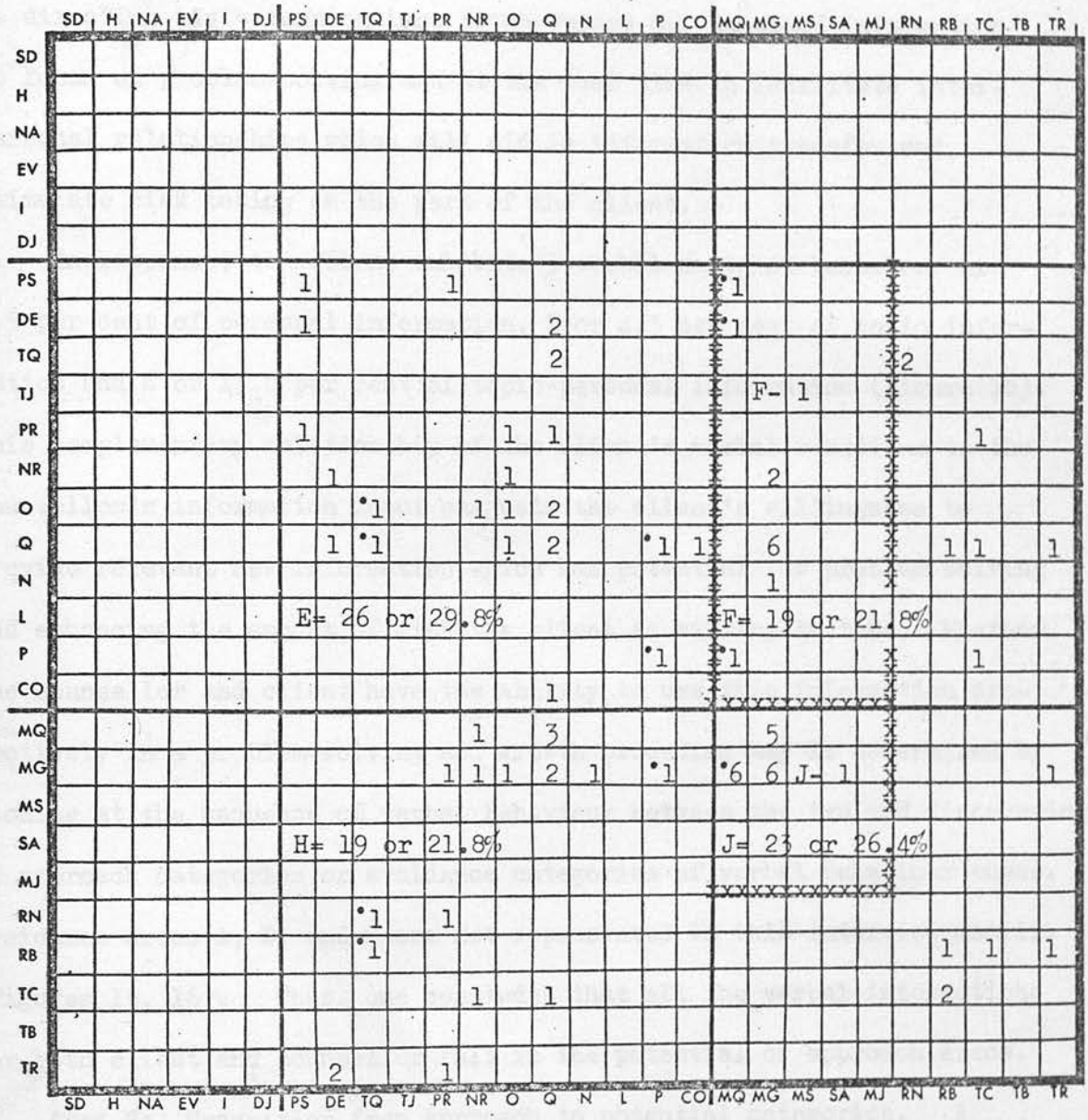
*Total percentages of all interactions in brackets.

Figure 17. Nine Theoretical Classes of Verbal Behaviour

	PERSONAL	TOPIC	TOPIC-PERSONAL
A) D) G) AVOIDANCE	I. SD;H Total = 0 Co: 0 Cl: 0	II. NA Total = 0 Co: 0 Cl: 0	III. EV;I;DJ Total = 0 Co: 0 Cl: 0
B) E) H) POTENTIAL	IV. PS Total* = 3 or 3.4% Co: 0 Cl: 3: 6.5%*	V. DE;TQ;TJ;PR;NR Total = 16 or 18.3% Co: 11: 26.9% Cl: 5: 10.8%	VI. O;Q;N;L;P;CO Total = 26 or 29.8% Co: 14: 34.1% Cl: 12: 26.0%
C) F) J) APPROACH	VII. MQ;MG;MS;SA;MJ Total = 29 or 33.2% Co: 9: 21.9% Cl: 20: 43.5%	VIII. RN;RB;IC Total = 10 or 11.3% Co: 4: 9.7% Cl: 6: 13.0%	IX. TB;IR Total = 3 or 3.4% Co: 3: 7.3% Cl: 0

*Total amounts and percentages of all interactions. %Percentages of total counsellor or client statements.

Figure 18. Pattern of Interaction Matrix



*Refers to discussion in the text.

There was no personal information in Perls' interventions for Area E which is used to develop interpersonal relationships between counsellor and client. However, there are 11 or 26.8 per cent of topic-personal information which indicates that the topic and personal information is equalised in the message by Perls. Thus, one could suggest that Perls is directing his communications to encourage new input of information to focus on problem-solving and at the same time to facilitate interpersonal relationships which will aid in information transfer and stimulate risk taking on the part of the client.

In response, the client exhibits 3 verbal units of behaviour or 6.5 per cent of personal information, 2 or 4.3 per cent of topic information and 6 or 13.0 per cent of topic-personal information (Figure 16). This complementary relationship of the client's verbal reactions to the counsellor's information input suggests the client's willingness to provide relevant new information which has potential for problem-solving and enhancing the amount of risk the client is willing to take. Whether the counsellor and client have the ability to use this information productively in a problem-solving and growth producing way is determined by looking at the sequence of verbal behaviour between the two and discovering if approach categories or avoidance categories of verbal behaviour ensue. Avoidance areas A, D, and G are not represented in this interview matrix, (Figures 15, 16). Thus, one concludes that all the verbal interactions for both client and counsellor fall in the potential or approach areas.

Area H: Transition from approach to potential categories. A buildup in this area (19 or 21.8 per cent) indicates that those interacting are bringing potential new information into the group to work on and are moving away from approach verbal categories of behaviour for the time being (Figure 15). However, if this new information is to be used

productively for problem-solving there should be a buildup in Area J and Area F, which is shown.

The breakdown of the counsellor's interventions in Area H reveals 7 or 17.1 per cent topic information and 3 or 7.3 per cent topic-personal information (Figure 16). In contrast, the client responds with 3 or 6.5 per cent topic information and 6 or 13.0 per cent topic-personal information. Both the counsellor and client in this area are concentrating more on the topic information aspect which provides data for problem-solving. However, Perls' emphasis is more topic-oriented than a mixture of topic-personal which indicates an 'intentional structuring of a communication system'.[20]

Summary. As shown in Figure 15, 45 or 51.6 per cent of the total interactions between counsellor and client falls in the potential approach areas E and H. Perls' emphasis in areas E and H is placed on the two elements of information: (1) topic material (Figure 17; 11 or 26.9 per cent), which facilitates problem-solving and also 'intentional structuring of the communication system', and (2) the topic-personal messages (Figure 17; 14 or 34.1 per cent) which indicates a concern for problem-solving as well as promoting the development of interpersonal relationships. This stress on these two elements demonstrates his predilection for establishing a 'secure therapeutic situation' to facilitate client self-awareness and discovery and at the same time confronting the client to face up to her own behaviour and feelings.

The client's response to this confronting approach is a reflective quiet (Q) pause leading to approach categories which enable personal information about herself to be given (Appendix D; interaction sequence Q to RB or MG or Q; 10 tallies or 50.0 per cent). The fairly equal distribution by the client of personal (3 or 6.5 per cent) and topic

information (5 or 10.8 per cent) plus the 26.0 per cent of topic-personal information (Figure 17) suggests that the client is contributing information which is useful for problem-solving as well as for developing interpersonal relationships.

Approach categories of verbal behaviour enhance and facilitate openness, trust, and interdependent problem-solving and these categories fall in the areas of F and J.[21]

Area F: Transition from potential to approach categories. New information brought into a group for discussion is either used and thus coded in Area F (19 or 21.8 per cent; Figure 15) or is coded in avoidance Area D which indicates that the group is not yet ready for problem-solving. There are no tallies in D. This suggests that the counsellor and client are focusing on setting the climate for information transfer as indicated by the total personal information percentages (13.7 per cent) in Figure 16. The total topic information percentages (6.8 per cent) also indicates that both parties are concentrating on problem-solving as well.

Area J: Extended approach categories of verbal behaviour. Verbal behaviour which falls in this area encourages the counsellor and client to come to grips with their maintenance and task problems. There are 23 verbal units or 26.4 per cent of the total amount of verbal interaction shown for this area which indicates that the group is constructively listening, accepting, and using the ideas and the feelings expressed to improve its own functioning (Figure 15). This area is important in counselling where emphasis is placed on acceptance, trust, openness, improving communication skills of a personal nature, and facilitating interpersonal relationships.

The counsellor interventions in this area are 9 or 10.3 per cent of the total number. In analysing these figures (Figure 16) it is shown that 1 or 2.4 per cent are coded as topic information; 6 or 14.6 per cent are coded as personal information and 2 or 4.9 per cent are coded in the topic-personal category. The client's responses show 14 or 16.1 per cent of the total interview interventions for this area. The personal information messages for the client amounted to 11 or 23.9 per cent; the topic information number was 3 or 6.5 per cent and in the topic-personal category there was 0.

In analysing these figures for Area J (Figure 16), the high buildup in personal, topic-personal information (19 or 21.8 per cent) indicates an appropriate climate for transferring information and influencing the client to be more open and trustful in the relationship while working on her personal problems. This conclusion is also substantiated by looking at the buildup in the extended maintenance cells (row MQ-MS, column MQ-MS; Figure 18) which shows 17 or 19.5 per cent of the total or 78.2 per cent of the tallies in Area J are dealing with personal concerns and that feelings and ideas are accepted and worked on.

An analysis of the matrix in Figure 18 reveals that personal feelings are being explored as shown in the maintenance columns, MQ, MG and MS. The total number is 29 or 33.3 per cent of all interactions. The client has a high buildup of 20 or 43.5 per cent of her interventions falling in this area for solving interpersonal problems.

Summary. The approach areas of verbal behaviour, F and J, indicate that messages are transmitted which are relatively congruent, clear, and non-ambiguous. Messages coded in the approach areas enhance a counselling climate which encourages openness, trust, and interdependent problem-solving. As shown in Figure 15, 42 or 48.2 per cent of all

counsellor-client interaction tallies fall in areas F and J. Personal information accounts for 29 or 33.2 per cent, topic information for 10 or 11.3 per cent, and topic personal for 3 or 3.4 per cent as illustrated in Figure 17. The emphasis on personal content over topic information (3:1) supports a climate for transfer of information and maintenance development. The topic content in conjunction with the topic-personal information (3 or 3.4 per cent) provides the raw data for encouraging problem-solving and controlling the communication of the participants.

In analysing the counsellor's tallies separately (Figure 17) the major emphasis is placed on developing interpersonal relationships which encourage risk-taking and transfer of information (personal content: 9 or 21.9 per cent; topic information: 4 or 9.7 per cent; and topic-personal content: 3 or 7.3 per cent). However, the blending of topic and topic-personal information (7 or 17.0 per cent) encourages problem-solving to take place and indicates Perls intentional structuring of the communication.

The client's major focus is on personal information (20 or 43.5 per cent) which suggests a willingness to reach out and present her ideas.

There are 29 or 33.3 per cent of all verbal tallies falling in the maintenance columns, MQ, MG, MS (Figure 18). This supports a maintenance climate developing which encourages information being processed objectively without the client feeling she is being accepted or rejected on the basis of her ideas only.

Pattern of Interaction

A maintenance pattern of interaction is shown for this interview by analysing the matrix in Figure 18.[22] The matrix illustrates a large percentage of tallies in approach to maintenance (J-I: 73.9 per

cent of total J area) and potential approach to maintenance (F-I: 63.1 per cent of total F area). The high buildup in potential information Area E (29.8 per cent) and the resulting flow of interactions from E and F to J (Figure 18) also indicates a maintenance pattern. This pattern suggests that there are adequate conditions present at this stage of the interview for facilitating transfer of personal information and encouraging a therapeutic climate where the client can feel safe enough to communicate personal concerns in a negative or positive way without feeling she is being manipulated by the counsellor. This pattern is also substantiated by a high percentage of tallies in the maintenance columns MQ and MG (33.3 per cent of the total number of interventions).

A maintenance climate indicates that conditions are present to facilitate personal and interpersonal growth and the development of openness and trust. The high percentage of approach categories of verbal behaviour (48.2 per cent) and the lack of avoidance categories support this conclusion.

Perls' Theoretical Formulations - SAVI Scale

Throughout this interview Perls focuses continuously on the here and now situation between counsellor and client and this is shown by the lack of avoidance categories of verbal behaviour for both counsellor and client and no personal sharing of past history on his part. Although there are three client tallies in this latter category (Appendix D, Cl. 9:2-3 and Cl. 10:1) Perls quickly shifts the client's reference of her childhood to the present situation by using this information to confront her childish manipulations (Appendix D, Cl. 11; 12; and 13). Perls' interventions consist of 15 or 36.6 per cent pure

topic information (Figure 17) which facilitates intentional structuring of the communication system (Appendix D; Co. 14:2; 15; 16:1, 2, 3) where he follows up the client's admission that she is not a little girl by focusing on her chronological age. An analysis of the counsellor's verbal interventions (Figure 18; *mark) reveals that: (1) 3 tallies fall in the proposal (P) category which is an attempt by the counsellor to influence or put forth a statement for consideration, (2) 13 tallies are questions which tend to focus the client's concerns about matters very meaningful to her, and (3) 9 of these question tallies (MQ) fall in the approach category of personal information which convey messages that are clear and non-ambiguous. Thus, the counsellor uses 39.0 per cent of his interventions in confronting the client to face up to her own behaviour and feelings.

Out of 41 verbal units of behaviour tallied for Perls only 1 could be described as providing an explanation and that was response 21 where he said: "If you play dumb and stupid you force me to be more explicit" (Appendix A). This reply is categorised by SAVI as an opinion-interpretation. Perls argues that interpretations and explanations by the counsellor and asking of questions by the client foster dependency so he encourages self-discovery by providing conditions for growth and development to occur. These principles of self-discovery and self-determination are illustrated in the following ways. In the client's comments (Appendix D) there are no question (TQ, MQ) tallies but there are 20 tallies for giving personal information (MG) and 4 responses expressing opinion (RB). This amounts to a total of 52.2 per cent of the client's communications falling in the approach categories which facilitate problem-solving, openness, and trust. The client's comments also indicate a maintenance pattern with a strong emphasis on the

transfer of personal communication (26.5 per cent) and the development of a therapeutic climate. This is also supported by analysing Perls' communication (Appendix D). The high topic information (Figure 17; 36.6 per cent) indicates his intentional structuring of the interview in order to facilitate the client's responses for self-discovery. He discourages avoidance behaviour (no avoidance tallies in the matrix) but allows quiet, reflective periods to occur which appear to promote further openness, trust and problem-solving on the part of the client as indicated by analysing the codings (Appendix D) which shows 20 or 43.5 per cent of the responses contain personal information, 6 of which are extended for longer than 3 seconds.

Perls uses three interventions (Appendix A; Co. 2; 4; 7) to focus on the nonverbal content and then probes and builds on the client's responses to help her to 'stay with' a particular feeling or mood and deal with it. This is illustrated in the sequence of interactions following these three interventions by Perls (Appendix D).

The pattern of interaction for client and counsellor together and separately appear to support significantly Perls' pre-interview propositions which advocate the importance of developing a secure therapeutic situation where the client is willing to take psychological risks and expose herself to new ways of thinking.

In summary, the SAVI scale is able to describe sufficiently Perls' theoretical formulations which are demonstrated in practice by analysing his interactions with the client using this same scale.

Interview by Virginia Satir - SAVI Matrix

In the Satir interview eight (A, B, D, E, F, G, H, J) of the nine major areas in the SAVI matrix are used and 225 verbal units tallied,

120 or 53.3 per cent accounted for by the counsellor and 105 or 46.7 per cent by the clients (Figure 19). Each of these areas will be analysed and interpreted, the pattern of interaction will be discussed and Satir's theoretical prepositions will be described in the terms specified by the SAVI scale.

Area A: Extended avoidance or defence area. A buildup by two of the clients in the narrative (NA) topic category (Figure 20; 32 or 47.7 per cent of their tallies) suggests that the father and son are talking about past events which probably have no direct relationship to the work of the group.[23] This is not an unusual dynamic in a new group but it is indicative of the lack of focus regarding the issues with which the group should be facing. This type of narrative information may be used later, but for the present, it tends to be politely ignored or it provokes further reminiscing.

Area D: Transition from potential to avoidance categories. This area demonstrates that the father and son are reacting to new information by reminiscing further and 7 or 10.4 per cent of their verbal tallies are shown here (Figure 20). Only one of these tallies refers to personal content and this applies to the father's apology for interrupting the counsellor (Appendix A; Cl. 4:1). The remaining tallies are focused on topic content (Figure 20; NA column).

Area G: Transition from approach to avoidance categories. Only 1 tally or 1.5 per cent of the son's verbal behaviour falls in this problem-solving avoidance area (Figure 20). The sequence of interactions (Appendix D; Co. and Cl. 12 and 13) illustrates how the client moves from extended approach behaviour to avoidance behaviour (Appendix D; Cl. 12, 13, and 14) of sharing relevant information for problem-solving or group maintenance.

Figure 19. Satir's Matrix

	AVOIDANCE	POTENTIAL	APPROACH
AVOIDANCE	A : 32 or 14.2% Co: 0 Cl: 32: 30.5% (14.2)	B*: 8 or 3.5% Co: 1: 0.8%* (0.4) Cl: 7: 6.7%* (3.1)	Interview Totals Co: 120: 53.3% Cl: 105: 46.7%
POTENTIAL	D : 7 or 3.1% Co: 0 Cl: 7: 6.7% (3.1)	E :106 or 47.1% Co: 82: 68.3% (36.4) Cl: 24: 22.9% (10.7)	F : 17 or 7.6% Co: 9: 7.5% (4.0) Cl: 8: 7.6% (3.6)
APPROACH	G : 1 or 0.4% Co: 0 Cl: 1: 1.0% (0.4)	H : 16 or 7.1% Co: 6: 5.0% (2.7) Cl: 10: 9.5% (4.4)	J : 38 or 16.9% Co: 22: 18.3% (9.8) Cl: 16: 15.2% (7.1)

*Amounts and percentages of all interactions. *Percentages of total counsellor's or client's tallies. ( )Percentages of all interactions.

Figure 20. Pattern of Interaction Matrix

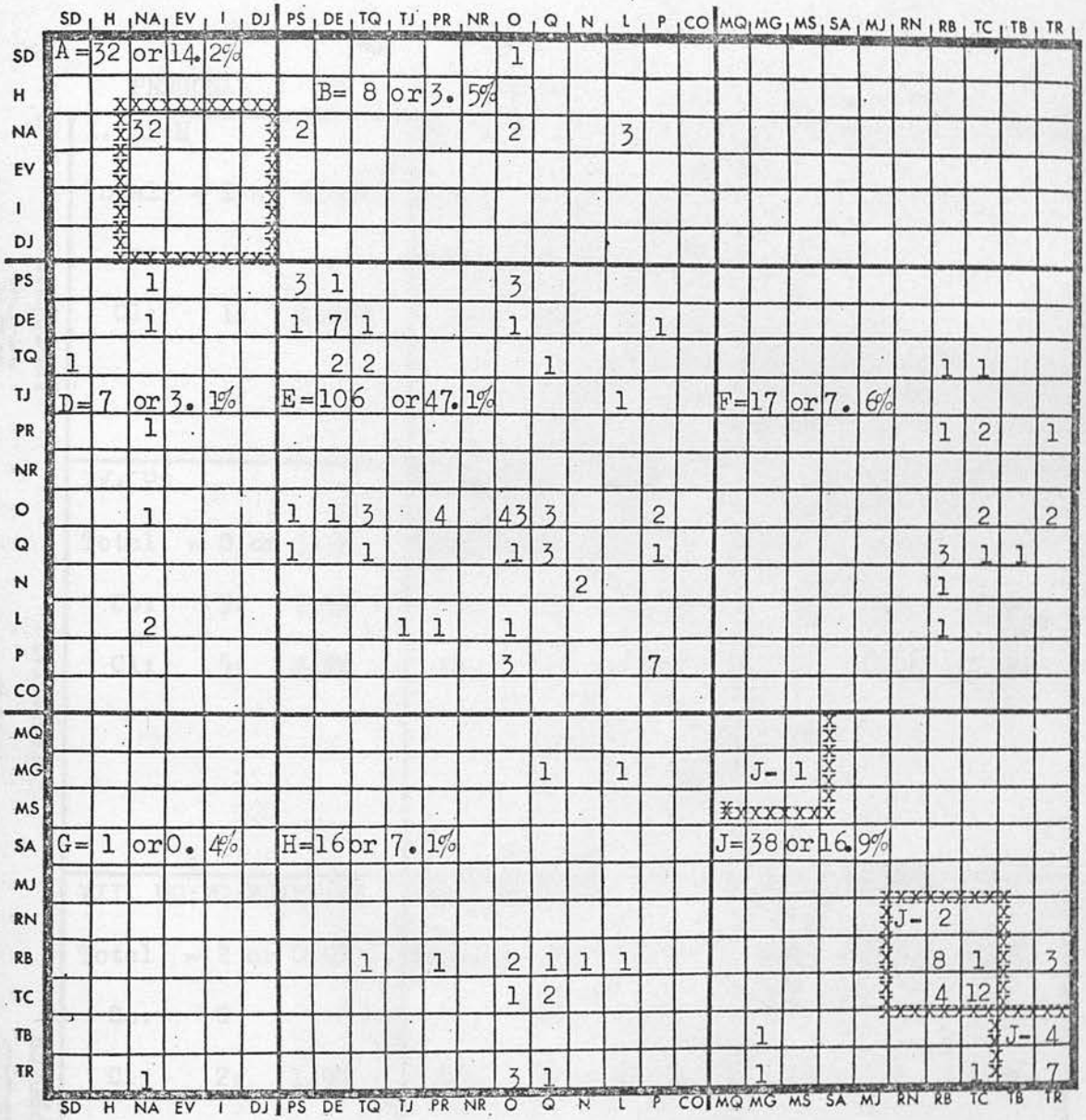


Figure 21. Nine Theoretical Classes of Verbal Behaviour

BEHAVIOUR POTENTIAL	PERSONAL	TOPIC	TOPIC-PERSONAL
A) D) G) AVOIDANCE	I. SD;H Total* = 1 or 0.4%* Co: 0 Cl: 1: 1.0%*	II. NA Total = 39 or 17.3% Co: 0 Cl: 39: 37.2%	III. EV;I;DJ Total = 0 Co: 0 Cl: 0
B E H POTENTIAL	IV. PS Total = 8 or 3.5% Co: 3: 2.5% Cl: 5: 4.8%	V. DE;TQ;TJ;PR;NR Total = 28 or 12.3% Co: 17: 14.1% Cl: 11: 10.5%	VI. O;Q;N;L;P;CO Total = 94 or 41.7% Co: 69: 57.5% Cl: 25: 23.9%
C) F) J) APPROACH	VII. MQ;MG;MS;SA;MJ Total = 2 or 0.9% Co: 0 Cl: 2: 1.9%	VIII. RN;RB;TC Total = 39 or 17.3% Co: 20: 16.7% Cl: 19: 18.1%	IX. TB;TR Total = 14 or 6.2% Co: 11: 9.2% Cl: 3: 2.9%

*Total amounts and percentages of all interactions. ⁑Percentages of total counsellor or client statements.

Figure 22. Nine Theoretical Classes of Verbal Behaviour with Matrix Areas

	PERSONAL	TOPIC	TOPIC-PERSONAL
AVOIDANCE	I. SD;H A D G Co: 0 0 0 Cl: 0 1: 0 1.0% (0.4)*	II. NA A D G Co: 0 0 0 Cl: 32: 6: 1: 30.5% 5.7% 1.0% (14.2)(2.7) (0.4)	III. EV;I;DJ A D G Co: 0 0 0 Cl: 0 0 0
POTENTIAL	IV. PS B E H Co: 0 3: 0 2.5% (1.3)* Cl: 2: 3: 0 1.9% 2.9% (0.9) (1.3)	V. DE;TQ;TJ;PR;NR B E H Co: 0 16: 1: 13.3% 0.8% (7.1) (0.4) Cl: 0 10: 1: 9.5% 1.0% (4.4) (0.4)	VI. O;Q;N;L;P;CO B E H Co: 1: 63: 5: 0.8% 52.5% 4.2% (0.4) (28.0)(2.2) Cl: 5: 11: 9: 4.8% 10.5% 8.6% (2.2) (4.9)(4.0)
APPROACH	VII. MQ;MG;MS;SA;MJ F J Co: 0 0 Cl: 0 2: 1.9% (0.9)	VIII. RN.RB.TC F J Co: 6: 14: 5.0% 11.7% (2.7) (6.2) Cl: 7: 12: 6.7% 11.4% (3.1) (5.3)	IX. TB;TR F J Co: 3: 8: 2.5% 6.7% (1.3) (3.6) Cl: 1: 2: 1.0% 1.9% (0.4) (0.9)

*Total percentages of all interactions in brackets.

Summary. As shown in Figure 19, 40 tallies or 17.7 per cent of all the clients' verbal behaviour is shown in these avoidance areas A, D, and G. Avoidance verbal categories facilitate dominant-dependent relationship interactions and inhibit the development of trust. It is important, therefore, to look at the approach categories of both counsellor and clients and their interaction pattern to see whether steps are being taken to counteract this avoidance situation on the part of two members of the group, who could influence the other two members to imitate avoidance interaction. The counsellor must not encourage this type of behaviour but must develop conditions to facilitate direct, clear, congruent expressions of thoughts and feelings.

The focus is on cognitive material (Figure 21; 39 or 17.3 per cent) with 32 or 14.2 per cent of all verbal tallies being shown in the extended avoidance narrative cell (Figure 20; row NA - column NA).

Area B: Transition from avoidance to potential categories. The counsellor shows one example of counteracting avoidance behaviour of narrative content by moving back to specific concerns and trying to focus on the original question (Appendix A; Co. 12:7, 8). This remark constitutes topic-personal content which indicates emphasis on problem-solving as well as development of interpersonal relationships.

The father and son have 7 or 10.4 per cent of their tallies in Area B with 5 or 4.8 per cent consisting of topic-personal content and the remaining 2 or 1.9 per cent consisting of sharing personal information (Figure 22).

In the overall counsellor-clients interaction 8 or 3.5 per cent of all verbal tallies fall in this area with the major emphasis on topic-personal content.

Area E: Extended potential information categories. New information that has potential for being used by the group is tallied here and for this interview consisted of 106 tallies or 47.1 per cent of all interactions (Figure 20).

In this area, the large buildup in opinion (O), description (DE), sharing personal data (PS) and proposals (P) help to increase the potential information available to the group (Figure 20; 92 or 86.8 per cent of Area E tallies). However, a group with a large buildup in opinion (O) (37.7 per cent of E) and relatively little in description (DE) (6.6 per cent of E) means that the group may not be able to use the information it is producing due to insufficient data for evaluating opinions.[24]

There are 9 tallies or 8.6 per cent of the clients' behaviour classified as quiet (Q). This appears to be a reflective period which leads to approach categories as indicated by observing the verbal tally sequences following the Q coding in the clients' interventions (Appendix D).

In analysing the counsellor's tallies for this area it is noted that over five times the emphasis is placed on topic information than on personal content (Figure 22). This suggests that Satir uses topic content to structure the communication system and provide information for problem-solving. However, four times as many tallies fall in the topic-personal content as in topic content which indicates that Satir wants to introduce affective content, which encourages the development of interpersonal relationships between the people interacting, as well as using topic material.

In response, the clients initiate a small amount of potential information input (24 or 22.9 per cent, Figure 19). Their focus is

more evenly distributed between topic and topic-personal content than Satir's and this topic, topic-personal content is over three times greater than the personal content (Figure 22).

This potential information is only of value to the group for problem-solving and developing a maintenance climate if there is a movement towards approach categories.

Area H: Transition from approach to potential categories. Tallies shown in this area indicate a movement from approach to a buildup in potential new information. A total of 16 or 7.1 per cent of all tallies fall in this area with 6 or 5.0 per cent pertaining to the counsellor and 10 or 9.5 per cent being accounted for by the clients. The major focus by both counsellor and clients is on topic-personal information (Figure 22).

Summary. As shown in Figure 19, 130 or 57.7 per cent of the total interactions between the clients and counsellor fall in the potential approach or avoidance areas, B, E, H. The major emphasis by both parties is on topic-personal content (Figure 21) which suggests a concern for providing sufficient raw material for developing interpersonal relationships as well as a structure for problem-solving. The counsellor uses 53 or 59.6 per cent extended talk cells and the clients 14 or 34.1 per cent. The major emphasis is on extended opinion giving (0-0).

Area F: Transition from potential to approach categories. In order to determine how the group reacts to new information, tallies are either avoided and placed in Area D or are used by the group and show up in Area F. In this interview 17 or 7.6 per cent of all tallies fall in Area F (Figure 19), substantiating the proposition that a buildup in Area H must be supported by a buildup in areas F and J if the group is to use the information for problem-solving.[25] The tallies are distri-

buted fairly evenly between counsellor (9) and clients (8). The emphasis for both parties is on topic information (Figure 22).

Area J: Extended approach categories. Thirty-eight or 16.9 per cent of all tallies fall in this area which is useful for analysing the stages of group development. A sufficient buildup in this area indicates that the group is constructively accepting and using the ideas and the feelings expressed by members of the group in order to work more effectively.

There is no buildup in the extended maintenance cells (J-/; Figure 20) which indicates that group members are not discussing personal concerns during this portion of the interview. This lack of maintenance input suggests a businesslike climate where the group may be working effectively without the need for support and approach.[26] The high percentage overall of topic-personal content (Figure 21; 47.9 per cent) and the approach categories discussed below may dilute the businesslike climate.

The broad responses (8 or 50.0 per cent of J) given by the clients (Figure 20; RB-RB cell) indicates the group is being encouraged to give opinions and value judgements.[27]

The topic reflective behaviour of the counsellor (Figure 20; TR-TR cell) is an important technique to help clients clarify and understand their thoughts and feelings.[28] If a group is to carry out effective problem-solving, feedback of what was heard must be verified against what was said. Satir uses this category 31.8 per cent of the time in Area J.

The topic build (TB) category must also be used if effective problem-solving is to occur. Satir does not use this category during this part of the interview and appears more interested in verification of information,

perhaps with the intent of building on others' ideas when sufficient material has been gathered. The major emphasis for both counsellor and clients in this area is on cognitive material (Figure 22).

Summary. The approach areas of verbal behaviour, F and J, transmit messages that are relatively congruent, clear, and non-ambiguous. They also encourage a climate which facilitates opinions, trust, and interdependent problem-solving. As shown in Figure 20, 55 or 24.5 per cent of all counsellor-clients' tallies fall in F and J. Personal information accounts for 2 or 0.9 per cent; topic information for 39 or 17.3 per cent and topic-personal for 14 or 6.2 per cent as illustrated in Figure 21. These figures would indicate that there is sufficient buildup in the approach categories (24.5 per cent) to have a countervailing effect on the avoidance areas (17.7 per cent).

The heavy emphasis on topic over personal information (20:1) suggests a problem-solving climate which is substantiated by analysing the topic focus for both clients and counsellor (Figure 21).

Pattern of Interaction

Two patterns of interaction are demonstrated in this portion of Satir's interview.[29]

(1) Flight pattern (Figure 20): Two members of the family group, father and son, engage in verbal activity which shows a sequence flow from potential categories (Area E) to avoidance-of-topic categories (Area A). The high buildup is in Area E where 47.1 per cent of all tallies are found. This pattern suggests that conditions are present for transferring topic information only and the group climate is not conducive for solving outside tasks productively at this time unless other patterns of interaction are evident.

It is of interest to note that during this opening phase of the interview, the identified patient in this family exhibits potential and approach behaviour as shown by her interaction with Satir (Appendix A; Co. 7; 8; 9; 10; 11).

(2) Problem-solving pattern (Figure 20): In this type of work or problem-solving matrix there is a significant buildup in approach categories (Areas F and J, 24.5 per cent) and a flow from Area E to approach-to-topic (Area J-2) and approach-to-topic-and-maintenance behaviour (Area J-4). This pattern suggests that conditions are present for transferring topic and personal information and that this information can be used for problem-solving an outside task effectively and creatively.

Satir's Theoretical Formulations - SAVI Scale

Satir statesthat her role as a therapist has three purposes:

(1) To correct discrepancies in communication by helping an individual client see and hear external manifestations of behaviour and learn to relate his commentary in a congruent way with his inner thoughts and feelings. This is clearly expounded by Satir in her opening monologue (Appendix A, intervention 1) and demonstrated in action by analysing the sequence flow following her topic questions (TQ) (Appendix D). The individual differences by each family member to the same question is clearly shown by looking at their responses to this question in the interview typescript (Appendix A; Co. 1:33; 4:5; 7:3) and observing the codings (Appendix D).

Satir suggests that the dyadic encounter enhances clear, direct, specific messages[30] and she focuses on each family member in this portion

of the interview by moving in a circular fashion from Vera (mother-in-law:10.2 per cent talk) to Stanley (father-in-law:9.8 per cent talk) to Connie (identified patient:6.8 per cent) to Stan (son and husband of Connie:19.5 per cent talk) and then back to Vera. This technique of putting the same question to each family member enables the counsellor to observe how each interprets the same message as illustrated above by analysing each person's flow of verbal behaviour (Appendix D).

She then validates messages by helping each family member to learn how to be more clear and congruent. One way this can be done is to use the category of topic reflection (TR) which demonstrates to the group that the counsellor has attempted to hear their message by quoting or paraphrasing what they have said. Satir uses this category seven times in the extended approach area J-4 and it is useful for increasing effectiveness of communication.[31] The exclusive use by Satir in the approach categories of topic clarification (TC) and reflection (TR) indicates Satir's emphasis on verification of information (Figure 20; columns TC-TR).

(2) To provide a model who can communicate effectively with clients. This, in part, is substantiated by the comments in the previous paragraph. It is also supported by the high buildup in the approach areas as illustrated by the counsellor in Figure 21 (31 or 25.9 per cent of all counsellor tallies). These approach categories convey messages that are clear, congruent, and direct.[32] They also facilitate openness, trust, and development of interdependent problem-solving.[33] Consequently, the use of approach areas by Satir encourages the establishment of a climate which makes reporting safe. Satir uses no avoidance verbal behaviour, such as blame messages, unlike two members of the group and this again supports the conclusion that her messages are relatively clear.[34]

(3) To be a map-maker in charge of the interview but supporting individual decision-making. Satir reflects this approach by directing the interview with a significantly large percentage of questions (TQ, TC) and proposals (P) (Figure 20; columns TQ, TC, P: approximately 25.0 per cent of all counsellor tallies). A buildup in the broad responses category (Figure 20; column RB: approximately 16.0 per cent) suggests that the group members are being encouraged to give opinions, value judgements, and interpretations of behaviour.[35]

Satir talks for 53.3 per cent (Figure 19) of this portion of the interview and directs her comments to each family member involving each in a dyadic encounter (Appendix A; interventions 1, 4, 7, 12, 17).

In analysing the counsellor's codings it is noted that the overall pattern is one of problem-solving.[36] Thus, conditions exist for transferring topic and personal information and working on an outside task effectively. This suggests the role of map-maker and leader but different stages of the interview would have to be analysed to substantiate this conclusion. How the clients operate within this climate varies with two of them tending towards a flight pattern and the other two attempting to use the information introduced in Area E by responding with approach categories of verbal behaviour.

In summary, the SAVI scale is able to describe sufficiently Satir's theoretical formulations which are demonstrated in practice by analysing her interactions with the clients using the same scale.

Description of Communication for the Four Interviews

The following discussion will describe some of the similarities and differences in communication that are shown in the four interviews by using the SAVI scale. Figure 23 shows the nine areas of the SAVI matrix

Figure 23. Patterns of Interaction for the Four Interviews

	AVOIDANCE	POTENTIAL	APPROACH
AVOIDANCE	A Co Cl R 4(2.3) 0 3.5% D 1(0.7) 1.0% 0 P 0 S 32(14.2) 0 30.5%	B Co Cl 4(2.3%) 0 3.5% 1(0.7%) 1.0% 0 0 8(3.5%) 0.8% 6.7%	
POTENTIAL	D Co** Cl** R* 4(2.3)* 0 3.5% D 0 P 0 S 7(3.1) 0 6.7%	E Co Cl 115(67.3%) 60.7% 70.4% 83(57.3%) 76.0% 9.8% 26(29.8%) 36.6% 23.9% 106(47.1%) 68.3% 22.9%	F Co Cl 15(8.8%) 14.3% 6.1% 21(14.5%) 1.9% 46.3% 19(21.8) 17.1% 26.1% 17(7.6%) 7.5% 7.6%
APPROACH	G Co Cl R 0 D 1(0.7) 1.0% 0 P 0 S 1(0.4) 0 1.0%	H Co Cl 15(8.8%) 7.1% 9.6% 20(13.8%) 15.4% 9.8% 19(21.8%) 24.4: 19.6% 16(7.1%) 5.0% 9.5%	J Co Cl 14(8.2%) 17.9% 3.5% 18(12.5%) 3.8% 34.1% 23(26.4%) 22.0% 30.4% 38(16.9%) 18.3% 15.2%

*Refers to counsellor. *Total amounts and percentages for interview. **Total counsellor or client percentages.

Figure 24. Amounts and Percentages for Nine Theoretical Classes of Verbal Behaviour: Four Interviews

		PERSONAL			TOPIC			TOPIC-PERSONAL		
		I. SD;H			II. NA			III. EV;I;DJ		
		Total*	Co**	Cl	Total	Co	Cl	Total	Co	Cl
A) D) G) AVOIDANCE	R*	1(0.6)	0	0.9	7(4.1)	0	6.1	0	-	-
	D*	2(1.4)	2.0	0	0	-	-	0	-	-
	P*	0	-	-	0	-	-	0	-	-
	S*	1(0.4)	0	1.0	39(17.3)	0	37.2	0	-	-
		IV. PS			V. DE;TQ;TJ;PR;NR			VI. O;Q;N;L;P;CO		
B E H POTENTIAL	R	54(31.7)	3.6	45.2	24(14.1)	17.9	12.2	56(32.8)	46.5	26.1
	D	0	-	-	30(20.7)	26.9	4.8	74(51.1)	65.4	14.6
	P	3(3.4)	0	6.5	16(18.3)	26.9	10.8	26(29.8)	34.1	26.0
	S	8(3.5)	2.5	4.8	28(12.3)	14.1	10.5	94(41.7)	57.5	23.9
		VII. MQ;MG;MS;SA;MJ			VIII. RN;RB;TC			IX. TB;TR		
C) F) J) APPROACH	R	15(8.8)	12.5	6.9	1(0.6)	0	0.9	13(7.6)	19.6	1.8
	D	0	-	-	32(22.1)	1.0	75.6	7(4.9)	4.8	4.8
	P	29(33.2)	21.9	43.5	10(11.3)	9.7	13.0	3(3.4)	7.3	0
	S	2(0.9)	-	1.9	39(17.3)	16.7	18.1	14(6.2)	9.2	2.9

*Refers to counsellor. *Total amounts and percentages for interview. **Total counsellor or client percentages.

and illustrates in percentages and amounts the distribution of client and counsellor communications for the four respective interviews. Area C is the only area which has no tallies located in any of its verbal categories. This outcome suggests several possibilities. In the first place, as has already been noted, these interviews are all initial ones and each counsellor is interested in obtaining sufficient information from the client(s) to provide a data-base for facilitating the solving of problems. Consequently, there is the heavy buildup in Area E which indicates that new information is coming into the group and has potential for being used by the members. Secondly, except for the one avoidance comment made by Dreikurs, shown in Area A, the rest of the avoidance comments were made by the clients in the Satir and Rogers' interviews. These avoidance comments were incorporated in the client's monologue which circulated from avoidance to potential areas A, B, D, and E. The responses by the respective counsellor to these statements were in all cases except one (Area B) tallied in Area E. Finally, Area C would be used following avoidance behaviour, if the respective counsellors had responded verbally with approach behaviour immediately. It is suggested that at a later stage in the counselling process this trend by the counsellors would be more apparent if the client continued in the avoidance areas.

The other areas have been discussed in the previous section on patterns of interaction for each interview. However, it is of interest to note the communication behaviour of Rogers and Perls interviewing the same client. All client and counsellor comments made in the Perls interview fall in four areas, E, F, H, and J and are distributed fairly evenly. This indicates that the new information brought into the interview is being used to clarify and deal with the concerns being

expressed. The sufficient buildup in the extended approach Area J (approximately 27.0 per cent) supports this conclusion. In the Rogers interview, the client uses avoidance behaviour, noted in Areas A and D, but focuses most of her comments in the extended potential approach or avoidance Area E (approximately 70.0 per cent). There is some movement towards approach categories of behaviour which are illustrated by Areas F and J but not to the same extent as noted in the Perls interview.

The differences in the amounts and percentages of the client's communications in the approach Areas F and J is significant and suggests that the client is responding differently to the individual counsellor's theoretical approach. In the Perls interview, 56.5 per cent of all the client's statements fall in these two approach areas which indicate that the client is using the information brought into the discussion, building on it and sharing her ideas or feelings. Whereas, in the Rogers interview, approximately 10.0 per cent of her comments fall in these areas and she reacts somewhat defensively to new information as indicated by the tallies in Area D (Figure 23).

Figure 24 illustrates the nine theoretical classes of verbal behaviour and shows the breakdown of all statements in percentages and amounts and percentages of counsellor-client interactions for each of the four interviews. In area number 7, which refers to the personal information of a message in the approach Areas C, F, and J, Perls' client responds with approximately 44.0 per cent of all her comments in this area. In contrast, the Rogers' interview documents approximately 7.0 per cent of the client's comments in area number 7. Perls' focus in this area is twice that of Rogers' approach behaviour, which is interesting to note considering their theoretical positions.

In the topic-approach area, number 8, the emphasis by the client in the Perls interview is even greater (13.0 per cent) than in the Rogers interview (0.9 per cent). In the topic-personal approach area, number 9 Rogers, consistent with his theoretical position, places emphasis on the verbal categories of topic build (TB) and topic reflection (TR). The use of the TR-TB categories by Rogers indicates that he is trying to help the client clarify and understand her own feelings and thoughts and at the same time demonstrate to her that he is receiving the messages and building on them to facilitate further clarification. In contrast, Perls does not use this feedback cycle which supports his assertion that no explanations and interpretations are given by the counsellor and confrontation is used instead as illustrated by the high number of questions (Figure 18; *mark) and topic content material (Figure 24).

The above illustration of the differences in the same client's responses to two counsellors supports her verbal commentary at the end of both interviews when she stated that each counsellor elicited different types of behaviour from her.[37] Rogers facilitated a loving type of response; whereas, Perls provoked a fighting reaction. She thought the approach of the two counsellors complemented one another and suggested that it would be of great value for the client to have different counselling approaches used during interviewing sessions. She felt Perls would be most effective to meet her present needs but that Rogers would be better in earlier interviews as he was non-threatening.[38] Whether this variation in the client's verbal behaviour is due to the counsellor's personality, theoretical approach, a combination of the two, or other variables requires empirical investigation.[39] The point to be made here is that the SAVI scale has documented the varying patterns of inter-

action by two counsellors interviewing the same client.

Dreikurs and Satir place their major emphasis on topic-personal content in the potential approach or avoidance Areas B, E, and H as shown in Figure 24. This supports their theoretical position of generating sufficient topic information which can be used for problem-solving and at the same time blending this cognitive component with personal content. This in turn can influence the emotional climate to facilitate the transfer of information.

Approximately 25.0 per cent of all Satir's comments are classified as pure topic or topic-personal content in the approach Areas C, F, and J as illustrated in Figure 21. This is consistent with her thesis that a counsellor should be a model who can communicate clearly, congruently and directly. Satir also uses the TR category (6.0 per cent) to verify that what she heard was what the speaker said. This feedback cycle is most important in Satir's theory which stresses obtaining agreement on the meaning of messages and it is suggested that there would be a high buildup in this category as the interview progressed.

The small percentage (approximately 5.0 per cent) of verbal behaviour by Dreikurs in the approach areas supports his contention of the need to obtain sufficient information (Area E) in order to substantiate his hypotheses. Over 70.0 per cent of all communications in the Dreikurs interview are in the potential approach or avoidance Areas B, E, and H. The majority of the factual components in the approach Areas C, F, and J are made by the clients in this interview (Figure 24).

In the Total column of Figure 24 it is shown that the Perls interview has no avoidance tallies and that Dreikurs accounts for the personal avoidance behaviour in his interview. The major emphasis in all four interviews is in the potential approach or avoidance areas

B, E, and H with the heaviest buildup in the topic-personal content followed by the topic content. This is consistent with the theoretical formulations described by the counsellors and it is also suggested in keeping with the patterns of interaction in initial interviews.[40]

The high percentage (47.9 per cent) of verbal behaviour in the approach Areas C, F, and J, in the Perls' interview supports his theoretical position; whereas, the smaller percentages in the same areas by the other three counsellors reflect their theoretical propositions, at least for this portion of the interview analysed.

Conclusions

This chapter constituted an attempt toward describing a theory of interpersonal communication based on the assumption expressed by Simon and Agazarian that "the process of communication is the process of transferring information between people".[41] Four counsellors, male and female, participated in one initial demonstration interview which were televised or filmed, then tape-recorded and typescripts were made of the verbal communication. The tape-recordings and typescripts were studied by applying the SAVI scale which "classifies verbal behaviour as behaviour that either approaches or avoids the personal and topic information in the verbal message".[42] The main conclusions to be drawn from the foregoing analysis will now be summarised.

The SAVI system is capable of illustrating different patterns of verbal interaction between counsellors and clients. This is supported by observing the respective matrices for each interview and the conclusions drawn from each pattern of interaction.

The pattern of interaction for each interview is influenced by the theoretical approach of the respective counsellor. This conclusion

is based on the fact that the external raters' coding agreed significantly with the author's and yet they were unaware of the theoretical orientation of the counsellors until after the coding was completed. The results of the coding also illustrated the theoretical bias of each counsellor when the counselling interactions were analysed by using the SAVI scale.

Each of the four interviews can also be classified by observing and grouping the verbal categories of behaviour into nine theoretical classes of verbal behaviour as described by the SAVI system. This type of grouping also supports the assertion that the scale can differentiate different theoretical positions of counsellors by noting the positive correlation between the SAVI results and the various theoretical approaches.

In summary, the SAVI system yielded results which suggest validity. The results and conclusions cannot be linked to a larger population until the various research variables are controlled and examined under empirical conditions. Only future research can yield results that will be more generalisable. The next chapter will discuss the general conclusions drawn by this study and deal with the interesting questions that have been raised.

Chapter Notes

[1]Simon and Agazarian, op.cit, p.1. This system will be referred to hereafter as SAVI.

[2]Ibid, pp.3-8.

[3]A. Howard and R.A. Scott, A Proposed Framework for the Analysis of Stress in the Human Organism, Behavioral Science, 10, 1965, p.144.

[4]Simon and Agazarian, op.cit, pp.27-39.

[5]Ibid, pp.48-70.

[6]Ibid, p.55f.

[7]Ibid, p.57.

[8]Ibid, p.58.

[9]Ibid, pp.9-15.

[10]The typescripts of the four interviews are located in Appendix A.

[11]See Rogers' interview in Appendix D and note the codings for the client's comments in interventions 6 and 20.

[12]Simon and Agazarian, op.cit, p.5.

[13]Ibid, p.53.

[14]Ibid, p.78.

[15]Ibid, pp.71-76.

[16]Ibid, p.59.

[17]Ibid, p.53.

[18]Ibid, p.75. This pattern of interaction is also supported by the lack of tallies in the maintenance columns (MQ, MG, and MS).

[19]This concept of re-orientation is discussed in the section on Dreikurs' theoretical formulations in Chapter IV.

[20]Simon and Agazarian, op.cit, p.6.

[21]Ibid, p.11.

[22]Ibid, p.74.

[23]By studying the verbal typescript, this becomes quite clear.

[24]Simon and Agazarian, op.cit, p.53.

[25]Ibid, p.66.

[26]Ibid, p.56.

[27]Ibid, p.56.

[28]Ibid, p.57.

[29]Ibid, p.73, p.76.

[30]Dyadic encounter has been discussed in the section on Satir's theoretical formulations. See Chapter IV.

[31]This has been discussed in the Area J section.

[32]Clear, congruent, and direct messages are tallied in the approach areas of this system. See Simon and Agazarian, op.cit, p.12.

[33]Ibid, p.11.

[34]Ibid, p.13.

[35]Ibid, p.56.

[36]Ibid, p.76.

[37]This commentary is included in the audio cassette which is located in the Educational Studies Department, University of Edinburgh.

[38]A more detailed examination of client characteristics, symptoms, and different therapeutic strategies is dealt with by Strupp and Bergin (1969), op.cit, pp.46.55.

[39]Ibid, pp.28-46.

[40]Empirical investigation is required to support this assertion.

[41]Simon and Agazarian, op.cit, p.3.

[42]Ibid, p.3.

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to determine the outcome of applying three interaction analysis scales to four distinct forms of counselling. It was the purpose of this investigation to show that these three scales could not only differentiate varying patterns of interaction in and between interviews, but could also document the respective counsellor's theoretical position, stated prior to the interview, in practice. This type of procedure then could be used to influence the teaching-learning process in professional educational programmes through the use of feedback systems, interaction scales, and models. Aspects of each of the variables have been studied in previous research. However, this study was a pioneering investigation into this combination of variables and the research conditions, described in the chapter on procedures, were controlled by the use of media technology.

The decision to use these four particular counsellors was based on several factors. The most important factor was that all four of these counsellors are well-known experts in the area of interpersonal communication and have made their theoretical positions explicit in writing. Each counsellor claims to have successfully treated clients with the techniques they advocate. Secondly, prior to the interviewing session, each counsellor stated his or her respective counselling philosophy and techniques, and what he or she hoped to accomplish in the interview. This procedure allowed for a direct comparison to be made between what is advocated in theory and what is carried out in practice by each counsellor, using the scales to document the specific techniques

demonstrated in the interview. Thirdly, each of these interviews was an initial, demonstration type of session and it was understood by all concerned that there would be no follow-up by the counsellor. It was assumed that each counsellor, having made explicit his or her theoretical principles, would make every effort to demonstrate what he or she had expounded in theory even though the encounter would be brief. Finally, since all four interviews were recorded on audiotapes and typescripts were made of the verbal interaction, it is possible for future research to replicate this study or ask different questions involving the same data. The unit for coding which was transcribed on tape and typescript was the first fifteen minutes or twenty interactions of the opening portion of each interview.

The reasons underlying the use of the three specific interaction scales as the instrument to analyse the four interviews were based primarily on the fact that although each one had been developed in three different academic disciplines, all three scales were designed from a theoretical base which should be compatible for use in the counselling context as defined in this study. In addition, each scale was well documented regarding such components as the theoretical bias, assumptions, operational definitions, and coding rules.

It was assumed that by selecting, describing, and classifying counsellor-client interactions with specific interaction analysis instruments it would be possible to document various theories of counselling and to show, at least to some extent, what goes on when counsellors and clients interact. Many investigators stress the importance of this type of research which attempts to assess counselling interactions, rather than attempting to answer vague and misleading questions such as: "Does counselling work?" The more meaningful question asks:

"What type of counselling, administered by what type of person, using what type of procedure is most effective for this particular client with this specific problem and under what set of circumstances?"

While recognising the formidable challenges that face researchers who are seriously interested in learning more about the problems of investigating and evaluating counselling, the decision was made to focus this study on research into the process of counselling making explicit that this emphasis in no way devalues the other two important research categories of outcome and personality theory. The author contends that small, preliminary, descriptive, evaluative studies such as this one can contribute meaningful data and results which can be used to mount a more rigorous scientific investigation in the future.

The interaction data were analysed by using the three scales; patterns of interaction for each of the four interviews were described; and the theoretical formulations of each counsellor were specified in the terms depicted in the scales.

This study can serve to generate further research and many related follow-up studies will be suggested and described during the discussion of the conclusions.

Conclusions

The purpose of this study was to investigate the effects of selected interaction analysis scales on the counselling interactions of four experts in the area of interpersonal communication. The clinical evidence provides support for the following conclusions that can be made within the limitations suggested by the small sample and short interview segment. Future research recommendations will be incorporated and discussed at the same time.

1. Audiotapes and typescripts, containing a brief segment of an interview, can provide a sufficient data-base upon which analyses and interpretations of patterns of communication in counselling can be made with significance. Whether this is due to chance alone or has scientific validity requires further empirical investigation, but the evidence in this study indicates that different patterns of communication can be described using the components specified. It would be useful and expedient to take advantage of coding short segments of an interview if they can illustrate effectively what one is looking for and at the same time provide the data-base for sophisticated analyses and interpretations which are considered reliable and valid.

Analysing the results of the high inter-rater agreement of codings for all interviews also supports the use of audiotapes and typescripts. None of the external raters knew who the counsellors were until after the coding but their results corresponded with a high degree of consistency with the author's codings. The coding results provided a sufficient amount of data which enabled the author to describe the unique patterns of communication for each of the four interviews.

It would appear useful and wise to extend this type of investigation to include videotape recording systems in order to examine the kinds of information it could store which would help to solve the problem under analysis. It is evident that people respond not only to what is said, but how it is said, and in what context it is said. Recognising this, it would seem valid to explore what effect visual stimuli have on coding interactions and what results would occur. It is possible that the amount of additional data obtained would not support the additional cost and complexity involved in using this visual medium. Consideration could also be given to using audio and typescripts with periodic

reinforcement by videotape recording. In other words, it may be useful to select the appropriate media depending upon the information one wants to obtain. Consequently, visual observations may be incorporated as determined by the objectives specified by the counsellor, teacher, or supervisor.

It would also be useful to observe what changes in interaction occur over time within the initial interview as a whole and during a series of interviews with the same counsellor interviewing different clients and groups of clients. Does the counsellor treat all clients alike or does he respond according to variables such as the client's needs, personality, and phase of treatment? Research is needed to investigate these questions.

2. The interaction scales significantly discriminate theories of counselling. By using the scales specified in this study it was possible:

a. To provide a data-base, following coding and analysis, for comparing what four experts in interpersonal communication do when they meet, for the first and only time, with a client who is seeking help.

b. To document and support each counsellor's assertion that what is advocated in theory is carried out in practice.

c. To differentiate patterns of interaction between counsellor and client for all four interviews.

d. To document in a more graphic way the interaction sequences between the counsellor and the client and to illustrate what effect specific statements by the counsellor have on client communications.

This study indicates the value of observing model behaviour of experts in an interview and coding, analysing, and interpreting the interaction using a systematic procedure. If the professional student

is helped to understand and examine the interaction between or among counsellor and client(s) by interaction analysis scales, will this not influence his own behaviour and enhance his interventions in counselling? Can learning be facilitated by observing in a systematic way the performances of experts? The very act of coding makes one look at interaction more analytically but does one then miss the essence of what the client responds to and how he or she responds? In this analytical process, does the uniqueness of the individual get lost as generalisations about the individual's actions, feelings, and behaviour are made in order to fit these variables into pre-determined categories of behaviour? Further changes in behaviour might be forthcoming if self-coding occurred. Both the counsellor and the client might benefit from coding and analysing their interactions and then discussing their findings with each other. This approach would provide new information for discussion and clarify different perceptions about the data under examination. These questions require empirical investigation.

To facilitate the transfer of learning from a counselling environment to real-life situations it is suggested that this could be enhanced by using more than one counsellor which would expose the client to a wider range of different personalities, styles, stimuli, and elicit varying types of behaviour in return. This may, but not necessarily, increase the client's ability to learn and appreciate that people differ and respond in unique ways. This multi-counsellor approach, in turn, could affect the client's perception of how others respond to his or her specific behaviour and also provide learning opportunities to alter distorted perceptions and to change inappropriate behaviour.

It would also be useful to examine if a statement coded in a specific category is appropriate in that particular context. To obtain

this information feedback from those involved in the interactions would be sought to determine how valid the codings are or how they differ, as each participant perceives what is going on in unique ways.

3. The three interaction analysis scales were able to document clearly which interaction patterns and counselling theories corresponded to the theoretical constructs of the respective scale and which were in opposition. The presentation of the theoretical formulations by the counsellors, prior to the interviewing sessions, appeared to facilitate discrimination of their principles in practice and this, in turn, influenced favourably the effectiveness of the scales.

Whether the scales could discriminate varying levels of counselling ability from different theoretical schools requires further investigation. This question merits consideration as beginning counsellors are not as well-grounded in theory and oftentimes use a generic approach which may not lend itself to interpretations unless their theoretical position is made explicit. The scales, however, should be able to describe the interactions and patterns of communication of each new counsellor.

The study indicates the importance of examining the cognitive and affective components of communication and illustrates how each component affects the other. The emphasis placed by each of the counsellors on these components, either separately or in combination, also affects the client's responses. In counselling the focus should be on the whole person for it is recognised that learning takes place in the affective, cognitive, and skills domain. Future research controlling these variables could yield results that would give rise to more specific conclusions.

The results of this exploratory study suggest that counselling and professional educational situations have many common features and both

can be considered as social learning environments conducive to behavioural change. The primary focus is on the client or learner but it is understood that communication is an interactive process which influences the sender as well as the receiver of messages. This learning environment enhances personal growth and maturation not only for the client, who is also a learner, but for the counsellor, who is also a teacher. Learning conditions should be arranged so that the learner and, or the client can actively manipulate them to meet their own learning needs. This type of learning environment encourages the learner to take charge in meeting his own objectives, with guidance from the teacher-counsellor, and facilitates independent thinking and action. Self-discovery and self-actualisation for both client and counsellor can occur in a learning-teaching environment mediated by educational technology in the context of a human relationship.

It is hoped that this study will stimulate more incisive investigation, innovation, and discovery both of a substantive and methodological nature, in the field of counselling, as well as in the preparation of those in the other personal service professions. Many questions are raised and few answers are given. But until precise descriptions are made of what professionals actually do, and this can only be done by direct observation, little progress will be forthcoming in determining outcome effectiveness.

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APPENDIX

APPENDIX A

Transcripts of Interviews for the Four Counsellors

Interview by Carl Rogers

1. Co. So you're G.

   C. Yes I am.

2. Co. 1 Won't you have this chair. /// ///

   2 We have half an hour together

   3 And I really don't know what we'll be able to make of it but uh

   4 I hope we can make something of it.

   5 Be glad to know whatever concerns you.

   C. 1 Well, I'm, right now I'm nervous

   2 But I feel more comfortable the way

   3 you're talking in a low voice

   4 I don't feel like you will be so harsh on me. But uh (sigh) ///

3. Co. I hear the tremor in your voice so (Laugh)...

   C. 1 Uh well, the main thing I uh

   2 want to talk to you about it uh ///

   3 I'm just newly divorced and uh

   4 I have gone in to therapy before

   5 and I felt comfortable when I left and

   6 all of a sudden now the biggest change in adjusting to my single life.

4. Co. Mm mm Mm mm.

   C. 1 And uh one of the things that bothers me the most is especially men

   2 and having men to the house

   3 and how it affects the children and...

5. Co. Mm mm?

   C. 1 uh the biggest thing I want

   2 the thing that keeps coming to my mind

3 I want to tell you about it is I have a daughter 9.

4 who at one time I felt had a lot of emotional problems

5 I wish I could stop shaking (sighing, smile)

6. Co. (laughs)

C. 1 And uh I'm really conscious of things affecting her

2 I don't want her to get upset

3 I don't want to shock her

4 and I want so bad for her to accept me

5 And we are real open with each other specially about sex.

6 The other day she saw a girl that was single but pregnant

7 she asked me about can girls get pregnant if they are single

8 the conversation was fine and

9 I wasn't un-at-ease at all with her

10 until she asked me if I had ever made love to a man since I'd left her daddy

11 and I lied to her

12 and ever since that it keeps coming to my mind

13 that I feel so guilty lying to her

14 cause I never lie

15 and I want her to trust me

16 and I want, I almost want an answer from you

17 I want you to tell me if it will affect her long if I told her the truth or what?

7. Co. 1 And it is this concern about her and the fact that you really aren't ...

2 that this open relationship that has existed between you ...

3 now you feel it is kind of.. kind of..

C. 1 Yes, I feel that I should be on guard about that

2 because I remember when I was a little girl

3 when I first found out my mother and father made love

4 it was dirty and terrible and I didn't

5 I didn't like her anymore for a while

6 and I don't want to lie to Pammy either

7 and I don't know ...

8. Co. 1 I sure wish I could give you the answer as to what you should tell her

C. Uh I was afraid you were going to say that (sighing laugh).

9. Co. Because what you really want is an answer.

C. 1 I want to especially know if it would affect her

2 if I was completely honest and open with her

3 or if it would affect her because I lied, I feel like it's bound to

4 make a strain because I lied to her.

10. Co. 1 So you feel she'll suspect that

2 or she will know that something is not quite right...

C. 1 I feel inside she'll distrust me, yes

2 and also I thought, well gee, what about when she gets a little older

3 and she finds herself in such a situation

4 she probably wouldn't want to admit it to me

5 because she thinks I'm so good and sweet...

11. Co. Mm mm, mm mm

C. 1 And yet I'm afraid she could think I am really a devil

2 and I want so bad for her to accept me

3 and I don't know how much a 9 year old can take.

12. Co. 1 And really both alternatives concern you

2 that she might think that you're too good

3 or better than you really are

4 and she might think that you're worse than you are?

C. 1 Not worse than I am.

2 I don't know if she can accept me the way I am

3 I think I paint a picture that I'm all sweet and motherly

4 and I'm a little ashamed of my shady side, too.

13. Co. 1 Mm mm, mm mm. I see.

2 It really cuts a little deeper

3 if she really knew you, would she, could she accept you.

C. 1 This is what I don't know, yes.

2 I don't want her to turn away from me

3 and I don't even know how I feel about it

4 because there are times when I feel so guilty

5 like when I have a man over I even try to make a special set-up

6 so that if I were ever alone with him

7 the children would never catch me and that sort of thing

8 Because I'm real leary about it.

9 And yet I also know I have these desires.

14. Co. 1 So it is quite clear

2 It isn't only her problem

3 or the relationship with her

4 it's in you as well

C. 1 In my guilt, yah

2 I feel guilty so often ...

15. Co. What can I accept myself as doing and uh ...

C. Yes, yes.

16. Co. 1 When you realize that

2 you set up sort of subterfuges

3 so as to make sure that you are not caught or something

4 you realize that you are acting from guilt is that...?

C. 1 Yes /// I don't like the way ///

2 I would like to feel comfortable with whatever I do

3 If I choose not to tell Pammy the truth

4 to feel comfortable that she can't handle it and I don't:

5 I want to be honest and yet

6 I feel that there are some areas that I don't even accept.

17. Co. 1 Mm mm

2 If you can't accept them in yourself

3 how can you possibly be comfortable in telling them to her.

C. Right

18. Co. 1 And yet, as you say

2 you do have these desires

3 you do have your feelings

4 but that you don't feel good about them

C. 1 Right /// ///

2 and I, I know that you're just going to sit there and let me stew in it (sighing laugh)

3 I want more uh ///

4 I want you to help me get rid of my guilt feeling

5 if I can get rid of my guilt feeling about lying

6 or going to bed with a single man

7 any of that just so I can feel more comfortable.

19. Co. 1 Mm and I guess I'd like to say

2 no I don't want to let you just stew in your feelings

3 but on the other hand I, I also feel

4 that this is the kind of very private thing

5 that I couldn't possibly answer for you

6 but I as sure as anything

7 will try to help you work towards your own answer ///

8 I don't know whether that makes any sense to you but I mean it.

C. 1 Well, I appreciate you saying that

2 you sound like you mean it ///

3 but I don't know where to go

4 I don't begin to know where to go.

5 I thought that I'd pretty well worked over most of my guilt

6 and now that this is coming out I'm disappointed in myself.

20. Co. Mm mm

C. 1 I really am.

2 I want to like it when I feel that no matter what I do

3 even if it's against my own morals or my up-bringing

4 that I can still feel good about me and now I don't like uh,

5 there's a girl at work who sort of mothers me and she just -

6 I think she thinks I'm all sweet

7 and I sure don't want to show my more ornery, devlish side with her -

8 I want to be sweet and it's so hard for me -

9 this all seems so new again and it's so disappointing.

21. Co. Yah, I get the disappointment that here a lot of these things that you thought you worked through and now the guilt and the feeling that only part of you is acceptable to anybody else. That keeps coming out./// /// I guess I I do catch the real deep puzzlement that you feel as to what the hell shall I do and can I do.

C. Yes, and do you know what I can find, Doctor? Is that everything I start to do, that I impulsive, - seems natural to tell Pammy or to go out on a date or something. I'm comfortable until I think how I was affected as a child and the minute that comes up then I'm all haywire.

22. Co. Mm mm

C. Like uh, I want to be a good mother so bad and I feel like I am a good mother but then there's the little exception like my guilts with working, I want to work and it's so fun having extra money, I like to work nights - the minute I think I'm

not being real good to the children or giving them enough time then I start feeling guilty again. Then that's when I get uh what do they call it, a double bind. That's just what it feels like. I want to do this and it feels right but after all I'm not being a good mother and I want to be both. I'm becoming more and more aware of what a perfectionist I am. That's what it seems like I want to be so perfect. Either I want to become perfect in my standards or not have that need anymore.

23. Co. Or I guess I hear it a little differently that uh what you want is to seem perfect but it means a great uh - a matter of great importance to you to be a good mother and you want to seem to be a good mother even if some of your actual feelings differ from that? Does that catch you or not?

C. Gee, I don't feel like I am saying that. No, that isn't what I feel, really. I want to approve of me always but my actions won't let me. I want to approve of me./// I, I think...

24. Co. I realise you are - alright let me, I would like to understand that. You sound as though your actions are kind of outside of you. You want to approve of you, but what you do somehow won't let you approve of yourself.

C. Right!/// Like I feel that I can approve of myself, regarding for example my sex life. This is the big thing. If I really fell in love with a man and I respected him and I adored him I don't think I'd feel so guilty going to bed with him and I don't think I'd have to make up any excuses to the children because they could see my natural caring for him. But when I have the physical desire and I'll say oh, why not and I want to anyway but I feel guilty afterwards. I hate facing the kids, I don't like looking at myself and I rarely enjoy it. And this is what I mean, if the circumstances would be different I don't think I'd feel so guilty because I'd feel right about it.

25. Co. Yah, I, I guess I hear you saying if, if what I was doing when I went to bed with a man was really genuine and full of love and respect and so on, I wouldn't feel guilty in relation to Pam? I wouldn't uh I really would be comfortable about the situation.

C. That's how I feel, yah and I know that sounds like I want a perfect situation but that's how I feel and in the meantime I can't stop these desires. I have tried that also, I have tried saying OK I don't like myself when I do that so I wont do it anymore. But then I resent the children and I think why should they stop me from doing what I want and it's really not that bad.///

26. Co.* But I guess I heard you saying too, that it isn't only the children but that you don't like it as well when...uh

C. Right, I'm sure that I know that...Probably even more so than I'm aware of... but I only notice it so much when I pick it up in the children... then I can also notice it in myself.

27. Co. Somehow... sometimes you kind of feel like blaming them for the feelings you have. Why should they cut you off from a normal sex life?

---

*Interventions 21-27 were typed this way in the original copies of all the interviews which were sent to the external raters. The CVRS codings for the Rogers' interview extended beyond the codings for the other two scales. In order to conserve space the typing format reverted to the original form.

///This symbol, shown in all four interviews, refers to a quiet pause of approximately three seconds.

Interview by Rudolph Dreikurs

1. Co. 1 What shall I call you?

2 What is your first name?

F. Phil

M. Claire

2. Co. 1 Please, when you speak, will you always speak into the microphone?

2 And here we have the list of children. /// ///

3 When I look at it, you have a very characteristic family constellation.

4 And the constellation is the first thing you have to establish when you talk with a family.

5 Unless you know the position of the child in the family,

6 you do not understand the information which you get from one another.

7 And this position in itself can give you some hint about what the problem is.

8 It is only a guess.

9 We use a great deal of guess work in examining what goes on.

10 First, we have a hypothesis which is usually what we call an educated guess.

11 We have some idea what it could be, and then we find out immediately if we are right or wrong.

12 Many people object to making guesses

13 because you wonder how you know if it is right.

14 You always prefer that you don't make any guesses

15 unless you know what is going on.

16 And in my mind it is the opposite.

17 I teach my students to make guesses

18 because when you make the wrong guess you can always correct it.

but to make no guesses, you don't understand anything.

You have here a family with two sets of children

which are very much in the same structure:

girl, boy, girl, and girl, boy, girl

which puts in each case in the two groups the boy as the middle child

which means he has two handicaps against him.

(laughter) First of all, our boys have very little chance, very often with the girls,

the girls are good and the boys are bad.

That is the average. Not always.

So, if the middle one is a boy,

the chances are much greater that he will be squeezed out between the two girls

unless he succeeds in putting the other two down.

Now, since we have here a repetition of two things,

the question is whether he has the same pattern followed by the first and by the second group.

There is a chance, for instance, that in the group of the younger children,

Steven may be the problem as the middle squeezed-out child,

but Elaine simply for two years has been the baby of the family.

And in this case, one might assume that perhaps Bruce,

being the oldest boy and his being four year's after Pam,

might perhaps assert himself in a masculine way.

In each case we have to find out

that the crucial point is always the middle child,

how he works out this position.

In many cases he feels squeezed out

because he neither has the right of the older one

44 nor the privilege of the younger one.

45 So we will now find out from the parents who has problems,

46 and see how it pertains to this family constellation.

47 In many cases you will find that

48 when you know the characteristics of the first child

49 you can almost guess what the second one is like the opposite.

50 If, by any chance, Bruce is the successful one academically or otherwise,

51 then we could assume that Pam is not so good.

52 But if Pam asserts a feminine superiority

53 then Bruce cannot compete with that

54 and will be switching to a useless side where he is successful.

55 That is the general principle of guesses.

56 Now, we have to verify which one of these guesses is correct.///

57 Now, which one of the children has difficulties?

F. 1 I would say both have difficulties

2 Pam and Bruce. Do you want some of the others?

3. Co. Yah.

F. Sandra and Steven

4. Co. 1 And the third one - Beth.

2 Beth is a good girl?

F. Yes. (laughter) As the baby, yes.

5. Co. And the mother does not agree with that? hah?

M. Yes, I do.

6. Co. 1 You do agree with that.

2 Now tell us, what kind of difficulties do you have?

F. 1 /// /// Pamela uh ah has had a very difficult time through her entire schooling,

2 and uh has only lately been improving, uh

3 to the point where she can uh effectively uh fit in with the school system.

4 And uh Bruce had uh done excellently in school, uh according to his abilities

5 and uh lately, since the school term started in September, uh

6 we made uh an arrangement with him

7 for him to take his academic uh ah program in school

8 and unfortunately, it did not seem to work out.

9 And uh we have had to make some adjustments.

7. Co. 1 In other words, what you are saying is,

2 that Bruce is not now as good a student as he was before?

F. Correct.

8. Co. And Pamela is now a better student than she was before?

F. uh more conscientious.

9. Co. 1 You see, you have to realize

2 that the behaviour of the children is always coordinated.

3 When one gets better, the other one gets worse,

4 and the poor parents who do not know what hits them

5 reinforce it afterwards by their own behaviour.

6 By and large, was Bruce always a better student?

F. uh no, Bruce is uh an average student.

10. Co. Was he a better student than Pamela?

F. uh yes

11. Co. But never very good?

F. I don't understand 'very good'.

12. Co. When he was in elementary school, was he a good student?

F. Average.

13. Co. And Pamela was below average?

F. uh yes. Pamela had certain problems.

14. Co. And Beth was a good student?

F. uh yes.

15. Co. She was the best one?

F. Yes

16. Co. 1 In other words, you find you have a situation

2 where the third one, Beth, overruns both her brother and sister.

3 Who was better behaved at home?

F. /// uh Bruce.

17. Co. Also Bruce. So Pamela had more difficulties all the way round?

F. Yes.

18. Co. 1 So, in other words

2 Bruce apparently succeeded in overrunning his older sister Pamela,

3 but was in turn overrun by his sister Beth.

4 How about the other one?

5 What kind of difficulties do you have with them?

F. uh the next two, Sandra and Steve, uhm are behaviour problems mostly.

19. Co. And how about school?

F. 1 uh they were according to the information which we received

2 and which we believe,

3 both of them were too immature to maintain their grading,

4 so we kept them back for one year.

20. Co. 1 Isn't that wonderful!

2 When the teacher does not know how to teach them, she calls them immature.

3 That is a simple solution.

4 Keep them back!

5 Elaine is not in school yet?

F. No.

Interview by Fritz Perls

1. Co. We're going to interview for half an hour. ///

   C. /// Right away I'm scared (sighing smile) ///

2. Co. 1 You say you're scared but you're smiling

   2 I don't understand why you're scared and smile at the same time?

   C. 1 /// /// And I'm also suspicious of you.

   2 I think you understand very well. I think you know that (sigh) ///

   3 when I get scared I laugh or I kid to cover up.

3. Co. Uh, huh. So you have stage fright?

   C. 1 Uh, I don't know.

   2 I'm mostly aware of you. I'm afraid that uh,

   3 I'm afraid that you're going to have such a direct attack that uh,

   4 you're going to get me in the corner and I'm afraid of it.

   5 I want you to be more on my side.

4. Co. 1 You say that I get you in your corner

   2 You put your hand on your chest - ///

   3 is this your corner?

   C. Well, it's like yah, it's like I'm afraid, you know.

5. Co. 1 Where would you like to go? ///

   2 Can you describe the corner you'd like to go to?

   C. 1 /// Yah, uh, it's back in a corner where,

   2 where I'm completely protected.

6. Co. And there you would be safe of me, from me?

   C. /// Well I know I wouldn't really, but it feels safer.

7. Co. 1 Let's imagine you in this corner.

   2 You're perfectly safe now,

3 what would you do in this corner?

C. I'd just sit.

8. Co. You'd just sit.

C. Yes

9. Co. Now, how long would you sit?

C. 1 I don't know but this is so funny as you're saying this,

2 this reminds me of when I was a little girl.

3 Everytime I was afraid, I'd feel better sitting in a corner...

10. Co. OK

C. Panicky!

11. Co. Are you a little girl?

C. Well, no but it's the same feeling.

12. Co. Are you a little girl?

C. This feeling reminds me of it.

13. Co. Are you a little girl?

C. NO! no, no.

14. Co. 1 Good, at last.

2 How old are you?

C. Thirty.

15. Co. Then you're not a little girl?

C. No.

16. Co. OK ///

2 So you're thirty years old ///

3 girl whose afraid of a guy like me.

C. 1 Well, I don't even know if... I do know I'll be afraid of you.

2 You - I get real defensive with you.

17. Co. Now what can I do to you?

C. 1 /// You can't do anything but I can sure feel dumb

2 and I can feel stupid for not having the right answers.

18. Co. Now what would it do to you to feel dumb and stupid.

C. I hate it when I'm stupid.

19. Co. 1 What would it do for you to be dumb and stupid. ///

2 Let me put it so, like this

3 What would it do to me if you would play dumb and stupid?

C. 1 It makes you all the smarter and all the higher above me

2 then I'd really have to look up to you cause you're so smart.

20. Co. Oh, oh yah ... (mumble)

C. No, I think you can do that all by yourself.

21. Co. 1 Oh, I think the other way round.

2 If you play dumb and stupid you force me to be more explicit.

C. /// (sigh) That's been said to me before, but I don't buy it. I don't ...

22. Co. Well, what are you doing with your feet now?

C. Wiggling (laugh)

Interview by Virginia Satir

1. Co. 1 ..When I said to you while we were getting acquainted

2 that I'm very delighted that you could come.

3 Without people like you to come

4 I couldn't carry on a teaching function for all these people here

5 and as I said to you

6 that I am also hopeful

7 that this will shed some light on some of the kinds of struggles

8 that you may be having

9 with trying to fit yourselves in various ways

10 that you would like that you feel are not coming off at this time. ///

11 And I hope that as we go along in the interview,

12 any time that you don't hear me with your ears,

13 or use words that don't make any sense to you,

14 or I make some kind of connections that don't make any sense,

15 let me know and I'll,

16 if you agree to do that for me;

17 then if you will also agree to let me do that for you,

18 and then if you will also agree to do that with each other

19 then I think we can get along with our work quite well.

20 Now (clearing throat) since this is the first time

21 the four of us, five of us are together

22 umm I think we ought to try to get uh some other things kind of clear.

23 Now, I now have more of a picture of Stan

24 and more of a picture of Connie as people

25 than I have of you uh Vera and of you Stanley,

26 so (clearing throat) that will mean then

27 that I would like to get a picture of the two of you also

28 because uh I find that

29 knowing how a person thinks and feels

30 is a way of knowing how to get meaning from him

31 and uh her.

32 So let me start with you as the lady of the house, Vera

33 and could you tell me uh what you thought as you were thinking about coming here today

34 what this experience would be like.

V. 1 ///(sigh)/// Well. I thought that if I could help Connie in any way that

2 that was umm there was no question, if I could help her I would come.

2. Co. 1 So that in your insides was a wish

2 that whatever you could do to make Connie's life a happier one,

3 that you wanted to do that.

V. 1 Well, I also thought that maybe uh,

2 you could learn something from our experience.

3. Co. 1 And so there was the second part

2 that you would have something to offer to how people struggle.

3 Alright.

4 Now did you have any further thoughts about how this might uh,

5 how this might come, come about?

6 what as you thought about in your head

7 what that picture would be like of how, how it might come about?

8 What thoughts did you have?

V. 1 Oh, I didn't put them in thoughts,

2 I knew back in a corner of my mind that I couldn't express them

3 to my husband. (slight laugh) It was just something that I understood

4 without really having thoughts,

5 if you know what I mean?

4. Co. 1 Mm mm.

2 A kind of feeling it feels fitting in here

3 but I can't quite put it into words. ///

4 Well what about you, Stanley

5 when you were thinking about uh coming here? uh...

Sy. 1 Er, excuse me, uh there was this uh

2 this uh approached a beginning uh I rejected it

3 that uh I couldn't see where this was going to be any good at all

4 and uh I didn't want to be bothered with it,

5 so I went to work uh that morning

6 and uh it was shortly that these two ladies was out to see me

7 and explained me what it was about

8 and as soon as I found out what the situation was

9 why then I said then I'm for that 100 per cent,

10 and uh I says I'll be there

11 and uh so then when I arrived home after work

12 and when I told uh my wife that uh

13 that if I'd known it was uh under these circumstances and so forth

14 that uh (slight laugh) I would have agreed with her,

15 but like she said uh she couldn't explain it to me like it should be

16 and or get it across to me

17 and that was the first thing.

18 and then of course my second feelings

19 is to do all that I can possibly do to, to help too.

5. Co. 1 You know you put your finger I think on something very basic

2 and that is

3 you saw yourself go from one point of view to another point of view.

Sy. That's right.

6. Co. 1 And the thing you underscored was

2 uh the lack of information

3 and as soon as certain kinds of information and knowledge came

4 this enabled you to go from one point of view to another.

Sy. That's right.

7. Co. 1 Have any of the rest of you found yourselves

2 uhm facing the idea of going from one point of view to another?

3 How about that for you, Connie?

C. Can't think of a specific instance right now.

8. Co. 1 Well, can you,

2 do you have anything in, in the way of an idea

3 about how you might approach

4 uh going from one point of view to another point of view?

C. I might be rather stubborn. (slight laugh)

9. Co. 1 That is, you can see yourself being initially like Stanley? ///

2 And do you have any idea then

3 what it, what makes it possible for you to go from

4 well it's first - hang on to this

5 'cause I believe in it

6 and it could look like stubborness,

7 I'm adding something,

8 to other people. Then what do you know about how then

9 you do get to another point of view?

C. 1 /// Oh, I don't know,

2 I just have to think about it awhile I guess

3 and have to get it to look appealing to me

4 before I change my mind.

10. Co. 1 So you add another part to this,

2 that is, if you can see something appealing.

3 Now, Stanley was commenting on knowledge,

4 if he knows more about what uh this is all about

5 it is easier for him to go.

6 Now you're saying that if I can also in a way make it appealing to me.

7 Could you give uh any uh ideas,

8 clearer idea about what would make something appealing to you?

C. Well, it would depend on what I was changing my mind about, too, that uhm

11. Co. 1 We're having interference - just a minute - is that going to be

2 changed? OK

C. 1 Oh, I don't know exactly,

2 if it offered something that I wanted

3 that I didn't think I wanted it before.

4 Well, knowledge I suppose plays a part in it, too, for changing my mind.

12. Co. 1 But you add another important word.

2 Knowledge is one of the things that that Stanley brought up

3 and you add some kind of appeal.

4 'Cause everyone has this,

5 that has this position to go from one point of view to another.

6 This is what life brings to us.

7 What do you know about what you do about how you go

8 from one point of view to another, Stan?

S. 1 Well, I don't know.

2 I know that I do it every so often uh,

3 it depends like you say on what it is.

4 For instance,

5 in this last presidential election uh,

6 eh when they first started talking about Goldwater running for President

7 this was two or three years before

8 he had definitely said no and all this jazz.

9 First thing I thought, well, man

10 if Goldwater ever runs for President

11 and is elected,

12 man, I'm moving to Canada. (Laughter)

13. Co. You'd have some friends, by the way. (Laughter)

S. 1 Yah, but the thing is I voted for him. (Laughter)

2 That's right I did, I really did.

3 I uh, was a complete swing, boy;

4 I tell ya I was really quite surprised to see it myself.

14. Co. 1 Well, then of course this brings up,

2 it's a beautiful illustration

3 for what you could figure out about what made it possible then

4 for you to go - very definitely no to yes.

5 What do you suppose that was?

S. 1 Oh. I'm not too sure.

2 I er, oh, I did some work when I was at the University uh

3 some research on the John Birch Society

4 and their effects on education as far as pressure group is concerned

5 and uh I was always against them;

6 and I still am more or less,

7 as uh for what they do but uh

8 something in there about what they are working for

9 started kind of ringing a little bell

10 and uh this idea about socialism I don't like it at all

11 and I've always been kind of an individualist.

12 I believe in individualism and I uh

13 don't know somehow it just started to uh come to light you might say,

14 this old jazz again about knowledge uh,

15 something I just started to finding out maybe what Goldwater was wanting

16 was maybe a little more like what I was wanting than I thought.

17 And like you say the more you look at the issue and the more you talk about it,—

18 uh I eventually became quite an avid supporter

15. Co. 1 So you also, as you pointed out yourself uh

2 when certain new knowledges come to you.

S. Mm mm

16. Co. 1 and this was accidental, I gather

2 accidental development of new knowledges? Was it?

S. 1 Well, yah, kinda, I don't know it might.

2 It's feeling too,

3 but uh I can't exactly explain when or how it happened

4 that I did start to change my mind

5 but I sure did.

6 At the end uh boy, I was just as strong as could be.

17. Co. 1 What about you, Vera?

2 What do you know about the process for you

3 of going from one point of view to another point of view?

V. 1 /// /// Well, I don't think I could add anything new. ///
I ///

2 I do study things that I don't understand if I want to change,

3 but maybe I'm in such a rut that I don't have that much of an opportunity. ///

18. Co. 1 So you add another piece. And that is

2 that you do have some awareness sometimes,

3 that maybe there's something to be changed

4 and if you get this kind of uh message from yourself

5 then you will start studying, to try to do something about it.

6 So what we have before us here,

7 everyone of you having had the experience

8 of going from one point of view to another point of view

9 and all of it had something to do with new knowledge in some way,

10 and that you have different ways of acquiring it.

11 Would you say that was correct?

V. Sometimes it's a better understanding of knowledge that I have...

19. Co. Mm mm

V. 1 Re-interpretation

2 and sometimes we don't really understand what we think we do.

APPENDIX B

Codings of Interviews for the Four Counsellors : Hollis Typology

Carl Rogers' Interview : Hollis Typology

No.			U	cc	A	B	C	D	E	F	4 B	4 C	4 D	4 E	4 F	4 ch
1.		Co.		0												
		Cl.		X												
2.	1	Co.			0											
	2											0				
	3											0				
	4				0											
	5											0				
	1	Cl.					X									
	2						X									
	3						X									
3.		Co.					0									
	1-5	Cl.					X									
4.		Co.			0											
	1	Cl.					X									
	2						X									
	3						X									
5.		Co.			0											
	1-5	Cl.					X									
6.		Co.	0													
	1-14	Cl.					X									
	15											X				
	16											X				
7.	1	Co.					0									
	2						0									
	3						0									
	1-6	Cl.					X									
8.		Co.			0											
		Cl.					X									
9.		Co.			0											
	1-4	Cl.					X									
10.	1	Co.					0									
	2						0									
	1-5	Cl.					X									
11.		Co.	0													
	1	Cl.					X									
	2							X								
	3							X								
12.	1	Co.						0		b						
	2							0		b						
	3							0		b						
	1-4	Cl.						X								
13.	1	Co.										0				
	2												0			b
	3												0			b
	1-8	Cl.						X								
14.	1	Co.						0		c						
	2							0		c						
	3							0		c						
	4							0		c						
	1-2	Cl.						X								

No.			U	cc	A	B	C	D	E	F		4 B	C	D	E	F	ch
15.		Co.						0			g						
		Cl.						X									
16.	1	Co.						0			c						
	2							0			c						
	3							0			c						
	1-6	Cl.						X									
17.	1	Co.						0			g						
	2							0			g						
		Cl.						X									
18.	1	Co.						0			g						
	2							0			g						
	3							0			g						
	4							0			g						
	1-7	Cl.						X									
19.	1	Co.			0												
	2				0												
	3												0				
	4													0			a
	5				0												
	6				0												
	7						0										
	8				0												
	1-6	Cl.					X										
20.		Co.	0														
	1-9	Cl.					X										

Rudolph Dreikurs' Interview : Hollis Typology

No.			U	cc	A	B	C	D	E	F	4 B	4 C	4 D	4 E	4 F	4 ch
1.	1	Co.					0									
	2						0									
	1	Cl.					X									
	2						X									
2.	1	Co.									0					
	2-19											0				
	20-24												0			a
	25-30											0				
	31-44												0			a
	45-49											0				
	50-54												0			a
	55											0				
	56											0				
	57						0									
	1	Cl.					X									
	2						X									
3.		Co.					0									
		Cl.					X									
4.		Co.					0									
		Cl.					X									
5.		Co.					0									
		Cl.					X									
6.	1	Co.					0									
	2						0									
	1-6	Cl.					X									
7.	1	Co.					0									
	2						0									
		Cl.					X									
8.		Co.					0									
		Cl.					X									
9.	1	Co.											0			a
	2												0			a
	3												0			a
	4												0			b
	5												0			b
	6						0									
		Cl.					X									
10.		Co.					0									
		Cl.					X									
11.		Co.					0									
		Cl.					X									
12.		Co.					0									
		Cl.					X									
13.		Co.					0									
		Cl.					X									
14.		Co.					0									
		Cl.					X									
15.		Co.					0									
		Cl.					X									

No.			U	cc	A	B	C	D	E	F	4 B	C	D	E	F	ch
16.	1	Co.											0			a
	2												0			a
	3						0									
		Cl.					X									
17.		Co.					0									
		Cl.					X									
18.	1	Co.											0			a
	2												0			a
	3						0									
	4						0									
		Cl.					X									
19.		Co.					0									
	1-3	Cl.					X									
20.	1	Co.											0			a
	2												0			a
	3												0			a
	4												0			a
	5												0			a
	6						0									
		Cl.					X									

Fritz Perls' Interview : Hollis Typology

No.			U	cc	A	B	C	D	E	F	4 B	4 C	4 D	4 E	4 F	4 ch
1.		Co.										O				
		Cl.										X				
2.	1	Co.											O			c
	2												O			c
	1	Cl.											X			
	2											X				
	3-4						X									
3.		Co.											O			c
	1-4	Cl.											X			
4.	1	Co.											O			c
	2												O			c
	3												O			c
		Cl.											X			
5.	1	Co.											O			c
	2												O			c
		Cl.											X			
6.		Co.											O			b
	1-2	Cl.											X			
7.	1	Co.											O			c
	2												O			c
	3												O			c
		Cl.											X			
8.		Co.											O			c
		Cl.											X			
9.		Co.											O			c
	1	Cl.						X								
	2-4						X									
10.		Co.	O													
		Cl.	X													
11.		Co.						O		g						
		Cl.						X								
12.		Co.						O		g						
		Cl.						X								
13.		Co.						O		g						
		Cl.						X								
14.	1	Co.			O											
	2							O		g						
		Cl.						X								
15.		Co.						O		g						
		Cl.						X								
16.		Co.											O			g
	1	Cl.											X			
	2											X				
	3											X				
17.		Co.											O			d
	1	Cl.											X			
	2												X			

No.			U	cc	A	B	C	D	E	F	4 B	4 C	4 D	4 E	4 F	4 ch
18.		Co.											O			c
		Cl.											X			
19.	1	Co.											O			b
	2											O				
	3												O			b
	1-3	Cl.											X			
20.		Co.	O													
		Cl.										X				
21.	1	Co.									O					
	2												O			b
		Cl.											X			

Virginia Satir's Interview : Hollis Typology

No.			U	cc	A	B	C	D	E	F	4 B	4 C	4 D	4 E	4 F	4 ch
1.	1	Co.	0													
	2		0													
	3				0											
	4				0											
	5				0											
	6												0			c
	7												0			c
	8-22											0				
	23												0			c
	24												0			c
	25												0			c
	26						0									
	27						0									
	28						0									
	1	V.					X									
	2						X									
2.	1	Co.			0											
	2						0									
	3						0									
		V.					X									
3.	1	Co.			0											
	2				0											
	3						0									
	4						0									
	5						0									
	1	V.					X									
	2						X									
	3						X									
4.	1	Co.			0											
	2				0											
	3						0									
	4						0									
	1	St.	X													
	2-18						X									
5.	1	Co.			0											
	2							0		c						
		St.						X								
6.	1	Co.						0		c						
	2							0		c						
	3							0		c						
		St.						X								
7.	1	Co.						0		c						
	2							0		c						
		C.						X								
8.	1	Co.						0		c						
	2							0		c						
	3							0		c						
		C.						X								

No.			U	cc	A	B	C	D	E	F		4 B	4 C	4 D	4 E	4 F	4 ch
9.	1	Co.						0			c						
	2							0			c						
	3							0			c						
	4					0											
	5							0			c						
	6							0			c						
	7												0				
	8							0			c						
	9							0			c						
	1	C.						X									
	2							X									
	3							X									
10.	1	Co.						0			c						
	2							0			c						
	3												0				
	4							0			a						
	5							0			a						
	6												0				
	7							0			c						
		C.						X									
11.	1	Co.	0														
	2		0														
	1-4	C.						X									
12.	1	Co.						0			c						
	2												0				
	3												0				
	4		0														
	5		0														
	6		0														
	7							0			c						
	8							0			c						
	1-3	S.						X									
	4-7						X										
13.		Co.			0												
	1-4	S.					X										
14.	1	Co.					0										
	2				0												
	3							0			c						
	4							0			c						
	1	S.						X									
	2-14						X										
	15													X			
	16													X			
15.	1	Co.						0			c						
	2							0			c						
		S.						X									
16.	1	Co.						0			c						
	2							0			c						
	1-6	S						X									
17.	1	Co.						0			c						
	2							0			c						
	1-3	V						X									
18.	1-10	Co.						0			c						
		V.						X									
19.		Co.						0									
		V.						X									

APPENDIX C

Codings of Interviews for the Four Counsellors
: Counsellor Verbal Response Scale

	DIMENSIONS								Counselor Response Evaluation			
									Effective		Non-Effective	
	Responses	Affect	Cogni-tive	Under-Stand-ing	Non-Under-Stand-ing	Specific	Non-Specific	Explor-atory	Non-Explor-atory	4	3	2	1
*2.	1	*		*		*		*		*			
3.	2	*			*		*		*			*	
7.	3	*		*		*		*			*		
8.	4		*		*		*		*			*	
9.	5		*		*		*		*			*	
10.	6		*	*		*		*			*		
12.	7		*	*		*		*		*			
13.	8	*		*		*		*		*			
14.	9	*		*		*		*		*			
15.	10	*		*		*			*		*		
16.	11	*		*		*		*		*			
17.	12	*		*		*			*	*			
18.	13	*		*		*		*		*			
19.	14	*		*		*			*		*		
21.	15	*		*		*		*		*			
23.	16	*		*		*		*		*			
24.	17	*		*		*		*		*			
25.	18	*		*		*		*		*			
26.	19	*		*		*		*		*			
27.	20	*		*		*		*			*		
	21												
	22												
	23												
	24												
	25												
	% of Re-sponses	80.0	20.0	85.0	15.0	85.0	15.0	70.0	30.0	60.0	25.0	15.0	
	TOTAL	16	4	17	3	17	3	14	6	12	5	3	

*These numbers correspond to the intervention markings in Appendix A.

	DIMENSIONS								Counselor Response Evaluation			
									Effective		Non-Effective	
	Responses	Affect	Cognitive	Understanding	Non-Understanding	Specific	Non-Specific	Exploratory	Non-Exploratory	4	3	2	1
*4.	1		*	*		*			*		*		
5.	2		*	*		*		*			*		
6.	3		* *	* *		* *		*	*	*	*		
7.	4		*	*		*			*	*			
8.	5		*		*		*		*		*		
9.	6		*		*		*		*		*		
9.	7		*	*		*		*				*	
10.	8		*		*		*		*		*		
11.	9		*		*		*		*		*		
12.	10		*	*		*			*		*		
13.	11		*		*		*		*			*	
14.	12		*		*		*		*				*
15.	13		*		*		*		*			*	
16.	14		*	*			*		*		*		
16.	15		*		*		*		*			*	
17.	16		*		*		*		*			*	
18.	17		*	*			*		*		*		
18.	18		*		*		*	*			*		
19.	19		*		*		*	*				*	
20.	20	*	*		* *		* *		* *			*	*
	21												
	22												
	23												
	24												
	25												
	% of Responses	4.5	95.5	40.9	59.1	31.8	68.2	22.7	77.3	9.1	50.0	31.8	9.1
	TOTAL	1	21	9	13	7	15	5	17	2	11	7	2

*These numbers correspond to the intervention markings in Appendix A.

	DIMENSIONS								Counselor Response Evaluation			
									Effective		Non-Effective	
	Responses	Affect	Cognitive	Understanding	Non-Understanding	Specific	Non-Specific	Exploratory	Non-Exploratory	4	3	2	1
*2.	1	*		*		*		*		*			
3.	2	*		*		*		*			*		
4.	3	*		*		*		*		*			
5.	4	*		*		*		*		*			
6.	5	*		*		*		*			*		
7.	6	*		*		*		*		*			
8.	7		*	*		*			*		*		
9.	8		*		*		*	*			*		
10.	9		*		*		*		*			*	
11.	10	*		*		*		*		*			
12.	11	*			*		*		*	*			
13.	12	*			*		*		*	*			
14.	13	*	*		**		**		**			**	
15.	14		*		*		*		*		*		
16.	15	*		*		*		*			*		
17.	16	*		*		*		*		*			
18.	17	*		*		*		*		*			
19.	18	*		*		*		*		*			
21.	19	*		*		*		*		*			
22.	20	*		*		*		*			*		
	21												
	22												
	23												
	24												
	25												
	% of Responses	76.2	23.8	66.7	33.3	66.7	33.3	66.7	33.3	52.4	33.3	14.3	
	TOTAL	16	5	14	7	14	7	14	7	11	7	3	

*These numbers correspond to the intervention markings in Appendix A.

	DIMENSIONS								Counselor Response Evaluation			
									Effective		Non-Effective	
	Responses	Affect	Cogni-tive	Under-Stand-ing	Non-Under-Stand-ing	Specific	Non-Specific	Explor-atory	Non-Explor-atory	4	3	2	1
*2.	1	*		*		*		*		*			
3.	2		*	*		*			*	*			
3.	3		*	*		*		*		*			
4.	4	*		*		*			*	*			
4.	5		*		*		*	*			*		
5.	6		*	*		*			*		*		
6.	7		*	*		*			*		*		
7.	8		*		*		*	*			*		
8.	9		*		*		*	*				*	
9.	10		*	*		*			*			*	
9.	11		*	*		*		*			*		
10.	12	*		*		*			*		*		
10.	13	*		*		*		*			*		
12.	14		*	*			*		*			*	
12.	15		*		*		*	*				*	
13.	16		*		*		*		*			*	
14.	17		*	*			*	*				*	
15.	18		*		*		*		*		*		
16.	19		*		*		*	*			*		
17.	20		*		*		*	*			*		
	21												
	22												
	23												
	24												
	25												
	% of Re-sponses	20.0	80.0	60.0	40.0	50.0	50.0	55.0	45.0	20.0	50.0	30.0	
	TOTAL	4	16	12	8	10	10	11	9	4	10	6	

*These numbers correspond to the intervention markings in Appendix A.

APPENDIX D

Codings of Interviews for the Four Counsellors : SAVI Scale

Carl Rogers' Interview : SAVI Categories and Matrix Areas

Co	1	Q	PR	XX	E												
C	1	PR	XX	E													
Co	2	P	Q	Q	DE	PS	PS	MQ	XX	E	F						
C	2	MG	MG	DE	MG	Q	XX	J	H	F	H						
Co	3	MS	L	XX	F	H											
C	3	PS	PS	Q	PS	PS	PS	PS	XX	E	E						
Co	4	PR	XX	E													
C	4	PS	PS	PS	XX	E	E										
Co	5	PR	XX	E													
C	5	Q	PS	PS	PS	O	O	XX	E	E							
Co	6	L	XX	E													
C	6	PS	PS	PS	PS	O	NA	NA	O	NA	NA	PS	PS	PS	PS	PS	PS
		MQ	XX	E	D	A	B	D	B	E	F						
Co	7	MS	MS	MS	XX	J	J										
C	7	PR	PS	PS	PS	O	O	PS	XX	H	E						
Co	8	O	XX	E													
C	8	MG	XX	F													
Co	9	O	XX	H													
C	9	O	O	O	O	XX	E	E									
Co	10	TR	TR	XX	F	J											
C	10	PS	PR	O	O	O	O	XX	H	E							
Co	11	PR	XX	E													
C	11	O	PS	PS	XX	E	E										
Co	12	O	O	O	O	XX	E	E									
C	12	NR	PS	O	O	XX	E	E									
Co	13	PR	Q	O	TR	XX	E	F									
C	13	TB	PR	TC	Q	PS	PS	DE	DE	DE	PS	PS	XX	J	H	F	H
		E															
Co	14	O	O	O	O	XX	E	E									
C	14	TB	MG	XX	F	J											
Co	15	TR	XX	J													
C	15	PR	XX	H													
Co	16	O	O	O	O	O	TQ	XX	E	E							
C	16	PR	Q	PS	Q	PS	PS	PS	PS	PS	XX	E	E				
Co	17	MS	TR	TR	XX	F	J										
C	17	PR	Q	XX	H	E											
Co	18	TR	TR	TR	TR	XX	F	J									
C	18	PR	Q	Q	H	PS	Q	PS	PS	PS	PS	XX	H	E	D	B	E
Co	19	P	TR	DE	DE	P	P	Q	MS	XX	E	F	H	E	F		
C	19	PR	O	Q	PS	PS	PS	MG	XX	H	E	F					
Co	20	PR	XX	H													
C	20	SA	PS	PS	NA	NA	NA	PS	PS	Q	XX	F	H	E	D	A	B
		E															

Rudolph Dreikurs' Interview : SAVI Categories and Matrix Areas

---

Co	1	Q	TQ	TQ	XX	E											
C	1	RN	RN	XX	F	J											
Co	2	CO	DE	Q	Q	O	O	O	O	O	O	O	O	O	O	O	O
		O	O	O	DE	O	O	DE	O	DE	DE	O	L	O	O	O	O
		O	O	O	O	O	O	O	DE	O	DE	DE	O	O	O	O	O
		O	O	P	P	O	O	O	O	O	O	O	O	O	O	O	TQ
		XX	H	E													
C	2	RN	TC	XX	F	J											
Co	3	PR	XX	H													
C	3	RN	XX	F													
Co	4	TB	TQ	XX	J	H											
C	4	RN	L	TR	XX	F	H	F									
Co	5	TQ	XX	H													
C	5	RN	XX	F													
Co	6	TR	P	TQ	XX	J	H	E									
C	6	Q	Q	RB	RB	RB	RB	RB	RB	RB	RB	O	DE	XX	E	F	J
		H	E														
Co	7	TR	TR	XX	F	J											
C	7	PR	XX	H													
Co	8	TC	XX	F													
C	8	TB	XX	J													
Co	9	O	O	O	O	O	TQ	XX	H	E							
C	9	RN	XX	F													
Co	10	TQ	XX	H													
C	10	RN	XX	F													
Co	11	TQ	XX	H													
C	11	RB	XX	F													
Co	12	TQ	XX	H													
C	12	RN	XX	F													
Co	13	TQ	XX	H													
C	13	RB	XX	F													
Co	14	TQ	XX	H													
C	14	RN	XX	F													
Co	15	TQ	XX	H													
C	15	RN	XX	F													
Co	16	O	O	TQ	XX	H	E										
C	16	Q	RN	XX	E	F											
Co	17	TR	TQ	XX	J	H											
C	17	RN	XX	F													
Co	18	O	O	O	TQ	TQ	XX	E	E								
C	18	RB	RB	XX	F	J											
Co	19	TQ	XX	H													
C	19	RB	RB	RB	RB	XX	F	J									
Co	20	H	H	O	O	TQ	XX	G	A	B	E						
C	20	RN	Q	XX	F	H											

Fritz Perls' Interview : SAVI Categories and Matrix Areas

Co	1	Q	CO	Q	XX	E									
C	1	Q	MG	Q	XX	E	F	H							
Co	2	TR	DE	MQ	XX	F	H	F							
C	2	Q	Q	MG	O	O	Q	MG	XX	H	E	F	H	E	F
Co	3	MQ	XX	J											
C	3	NR	MG	MG	MG	MG	XX	H	F	J					
Co	4	TR	DE	Q	TC	XX	J	H	E	F					
C	4	RB	XX	J											
Co	5	TQ	Q	TQ	XX	H	E								
C	5	Q	RB	RB	XX	E	F	J							
Co	6	TC	XX	J											
C	6	Q	MG	XX	H	F									
Co	7	P	P	TC	XX	H	E	F							
C	7	RB	XX	J											
Co	8	TR	XX	J											
C	8	PR	XX	H											
Co	9	TC	XX	F											
C	9	NR	DE	PS	PS	XX	H	E	E						
Co	10	PR	XX	E											
C	10	PS	XX	E											
Co	11	MQ	XX	F											
C	11	MG	XX	J											
Co	12	MQ	XX	J											
C	12	MG	XX	J											
Co	13	MQ	XX	J											
C	13	MG	XX	J											
Co	14	PR	O	TQ	XX	H	E								
C	14	RN	XX	F											
Co	15	TQ	XX	H											
C	15	RN	XX	F											
Co	16	PR	Q	DE	Q	O	XX	H	E						
C	16	NR	MG	MG	XX	E	F	J							
Co	17	MQ	XX	J											
C	17	Q	MG	MG	XX	H	F	J							
Co	18	MQ	XX	J											
C	18	MG	XX	J											
Co	19	MQ	Q	P	MQ	XX	J	H	E	F					
C	19	MG	MG	XX	J	J									
Co	20	N	XX	H											
C	20	MG	XX	F											
Co	21	NR	O	XX	H	E									
C	21	Q	MG	Q	XX	E	F	H							

Virginia Satir's Interview : SAVI Categories and Matrix Areas

Co	1	Q	PS	PS	DE	DE	DE	PS	O	O	O	O	Q	P	P	P	P
		P	P	P	P	O	DE	DE	P	O	O	O	O	P	O	O	O
		O	P	TQ	TQ	XX	E										
C	1	Q	Q	RB	RB	XX	E	F	J								
Co	2	O	O	O	XX	H	E										
C	2	PS	O	XX	E	E											
Co	3	O	O	PR	TC	TC	TC	TC	XX	E	F	J					
C	3	RB	RB	L	RB	TQ	XX	J	H	F	H						
Co	4	PR	TR	TR	Q	TQ	TQ	XX	E	F	J	H	E				
C	4	SD	O	O	O	NA	NA	NA	NA	NA	NA	NA	NA	NA	L	NA	NA
		NA	NA	PS	PS	XX	D	B	E	D	A	B	D	A	B		
Co	5	O	O	XX	E	E											
C	5	PR	XX	E													
Co	6	O	O	O	O	XX	E	E									
C	6	PR	XX	E													
Co	7	TC	TC	TC	XX	F	J										
C	7	RB	XX	J													
Co	8	TC	TC	TC	TC	XX	J	J									
C	8	MG	L	XX	J	H											
Co	9	O	Q	TC	TC	O	O	O	O	O	TC	XX	E	F	J	H	E
		F															
C	9	Q	RB	RB	RB	RB	XX	H	F	J							
Co	10	TR	TR	TR	TR	O	TR	TR	TC	TC	XX	J	H	F	J		
C	10	RB	N	XX	J	H											
Co	11	N	N	XX	E												
C	11	RB	RB	RB	TR	O	O	XX	F	J	H	E					
Co	12	O	TR	TR	TR	O	O	O	TC	TC	XX	E	F	J	H	E	F
		J															
C	12	RB	RB	TR	NA	NA	NA	NA	NA	NA	NA	NA	L	XX	J	G	A
		B															
Co	13	TJ	L	XX	E	E											
C	13	PR	NA	L	NA	NA	NA	NA	XX	E	D	B	D	A			
Co	14	O	O	O	O	TQ	XX	B	E								
C	14	DE	NA	NA	NA	NA	NA	NA	NA	NA	NA	PS	PS	NA	NA	NA	NA
		O	O	O	XX	E	D	A	B	E	D	A	B	E			
Co	15	O	O	XX	E	E											
C	15	PR	XX	E													
Co	16	O	TQ	XX	E	E											
C	16	DE	DE	DE	DE	DE	XX	E	E								
Co	17	TQ	TC	TC	XX	E	F	J									
C	17	Q	Q	RB	Q	Q	TB	MG	Q	XX	H	E	F	H	E	F	J
		H															
Co	18	O	O	O	O	O	O	O	O	O	O	TQ	XX	E	E		
C	18	RB	XX	F													
Co	19	PR	XX	H													
C	19	RB	O	Q	XX	F	H	E									